

**Teacher Evaluation Policies and Practices in
Kuwaiti Primary Schools**

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**Thesis submitted for the degree of Doctor of
Philosophy**

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Language Sciences**

September 2016

Author's declaration

I certify that, to best of my knowledge, all the material in this thesis represents my own work and that no material is included which has been submitted for any other award or qualification.

Signature:

Date:

Abstract

Governmental reform of Teacher Evaluation (TE) policies is a currently global phenomenon. Evidence indicates that evaluation of teachers can be the catalyst to improving the professional standards of staff. Working within the critical realist paradigm, this research investigates the causal power that can enable, or constrain, teacher agency and professional development through teacher evaluation mechanisms in primary schools in Kuwait. An examination of current teacher evaluation policies from two perspectives is provided: policy as ‘text’ and policy as ‘discourse’. In the analysis of policy as text, the research includes a critical comparative analysis of the operation and conceptual basis of teacher evaluation in Kuwait and England. Allied to evidence from literature on existing teacher evaluation practices, it can be concluded that cultural and economic factors are the most important variables to be considered in any comparative review of systems.

This research adopts a mixed methods approach to examine the contribution of teachers’ evaluation policies to the improvement in the professional levels of primary schoolteachers. The empirical quantitative and qualitative data was collected through a questionnaire administered to a sample of 475 primary school teachers, from 19 schools, in four districts. Interviews were conducted with 12 primary school teachers, from 4 schools, and 4 supervisors, all from one district.

The research findings revealed similarities between certain conceptually based policies in England and Kuwait. Both identified the purpose of TE as being to improve and evaluate teachers’ performance, through classroom observation. In both countries, the line-manager is considered to be the main player in the process. Teacher effectiveness is judged on the basis of a pre-determined set of criteria. Finally, each has a commitment to an annual evaluation cycle ending with a summative report. However, the major difference between the two countries lies in the interpretation of what constitutes an effective teacher and how the summative report is used.

The empirical findings highlighted the perception by teachers of their marginalisation from the TE mechanism in the Kuwait. Nonetheless, approximately 67% of the teachers in the sample felt that the evaluation process was fair and useful, and 55% considered it led to an increase in job satisfaction. The research concludes with recommendations to increase the effectiveness of the TE mechanism in Kuwait, based on an analysis of participants’ responses

and the conclusion that teachers, and those working directly with them, are best placed to identify strategies for improvement.

Dedication

To my late father Bader Aljenahi, who always supported and inspired me ... I pray to Allah to cover your soul with all His mercy and forgiveness ...

Acknowledgements

To begin with, all the praise and obedience to the Lord of Majesty and Generosity Allah for the countless blessings bestowed on me and for enabling me to complete my thesis and to overcome the difficulties on my PhD journey.

I say this with pride and firmness of opinion: the most professional and inspirational supporter is my supervisor, Prof. Sue Robson, whose professionalism, humble attitude and constant guidance made this whole research effort worthwhile. It goes without saying that our meetings have been great, constructive and formative. With her invaluable assistance and committed supervision this thesis has been a mission possible. Special thanks also to Dr. Jill Clark for her invaluable comments that helped me improve my work.

A special thank you message goes to the Kuwaiti Government for honouring me with a scholarship to complete my PhD in a country with limitless potential opportunities for educational development, in the hope that this thesis will eventually contribute to the improvement of teacher evaluation in Kuwaiti schools. My gratitude goes to Dounia Boutamdja from the OECD for her prompt response to provide me with an authorisation to use and translate the TALIS (Teaching and Learning International Survey, Teacher) Questionnaire. All my appreciation goes to the outstanding teachers and supervisors participating in the study for their precious responses. This thesis has been a platform for them to voice their concerns, which is key to the improvement of teacher evaluation.

Last, but not least, I have to express my deepest gratitude to my family. My mother Fawzia Alkamis, as well as my brothers and sisters, have all supported me all the way. Also, all appreciation goes to my husband Fouzi Almershed for his unconditional support and patience. All my love acknowledgements have to go to my children: Munirah, Nasser, Abdelrahman and Ahmad who have all gone through many stressful times with me, and still brought joy into my life.

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List of Abbreviations

BTM	Bhaskar's Transformational Model
DfE	Department for Education
CR	Critical Realism
ECM	Every Child Matters
ESSA	Every Student Succeeds Act
GCC	Gulf Cooperation Countries
HRM	Human Resource Management
LEA	Local Education Authority
MMR	Mixed Methods Research
MoE	Ministry of Education
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters Union of Women Teachers
NCLB	No Child Left Behind
NQTs	Newly Qualified Teachers
NUT	National Union of Teachers
OECD	Organisation for Economic Co-operation and Development
PAR	Peer Assistance and Review
PD	Professional Development
PDAS	Professional Development and Appraisal System
PIRLS	Progress in International Reading Literacy Study
PM	Performance Management
PRP	Performance-Related Pay
RTT	Race to the Top

TALIS	Teaching and Learning International Survey
TE	Teacher Evaluation
TIMSS	Trends in International Mathematics and Science Study
TQM	Total Quality Management
VA	Value Added
VAMs	Value-Added Models

Chapter One: Introduction

1.1 Introduction

This thesis investigates the mechanism of Teacher Evaluation (TE) in Kuwaiti primary schools and how it is used as a major educational tool for improvement and change to education and teaching practices. Based on critical realist assumptions and motivational/adult learning theories, this research explores the causal power within the TE discourse that enables or restricts teachers' professional roles as agents. This chapter begins with an overview of current trends in TE policy reforms within developed countries. It considers the complexity and conformity issues within TE and the variations between summative and formative evaluation methods. The second section provides a background to TE in the Kuwaiti context and the rationale behind conducting the present study. The last section introduces the main research purpose, and research questions, and is followed by the thesis structure and organisation.

1.2 Overview

Governmental reform of TE policies is a global trend, as TE is considered an effective tool for both ensuring accountability and improvement in teaching standards. In England, the 2012 TE regulations brought in various reforms, including the application of new teachers' standards and performance-related pay (PRP). This enabled more autonomy for head teachers to base decisions upon a number of observations, in contrast to the previous three observation rules for every teacher (DfE, 2012a).

In the USA, the Race to the Top (RTT) initiative (2009), offered grants for states that were willing to reform their TE policies, including PRP and value-added criteria to differentiate between teachers' performance (Marzano & Toth, 2013). Additionally, in 2009, China set up its own PRP (Liu & Zhao, 2013), while in 2012, Australia implemented a national TE policy that indirectly combined performance with pay (AITSL, 2012). Furthermore, a study by the Organisation for Economic Co-operation and Development revealed that 22 countries reported having national or state TE policies, whereas only six countries applied decentralised TE within their school boards in the 'French Community of Belgium, Denmark, Finland, Iceland, Norway and Spain' (OECD, 2013, p. 16).

Economic globalisation has also influenced policy-makers who ‘have been driven by a neo-liberal business model (Larsen, 2005, p. 301). This is due to the overwhelming success of the private and economic sector in reducing expenses, while preserving high quality standards for their global products. International assessments, such as the Trends in International Mathematics and Science Study (TIMSS), which is conducted under the auspices of the OECD, and led by the World Bank, created a competitive and comparative climate between countries (Pelgrum, 2011). Consequently, some countries have reformed their educational policies and endeavoured to emulate factors underpinning effective educational systems, such as those in the Asia-Pacific countries (Cheong, 2000).

Most TE policy reforms focus on creating models based on a business perspective and, as such, are generally outcome-driven, implementing cost-effective systems and fostering a ‘performativity’¹ culture centred partly on teachers’ roles, but mostly on pupil achievement in standardised tests (Campbell, *et al.*, 2004; Muijs & Reynolds, 2011; CDE, 2015). TE mechanisms, therefore, impact on teachers’ agential² roles in decision-making, shaping their practices and values according to formal pre-set standards and desired outcomes, and can even influence the evaluators’ views on teachers (Day, 1999; Ball, 2003; Hargreaves & Fullan, 2012). TE is complex, in that it can directly impact upon teachers’ personal values and beliefs, subject knowledge and pedagogical skills.

Recent research has highlighted potential factors that can affect teacher effectiveness. These include pupils’ characteristics, subjects and their components, as well as the teacher’s role in relation to three cultural levels. The first of these is the macro level within the community, and the social and economic context in which teachers work. This can have an effect on the teaching profession as a whole, as well on individual teachers. Secondly, the meso level, which includes the educational organisations that regulate TE policy, and thirdly, the micro level, which relates to individual teacher values and beliefs (Campbell, *et al.*, 2004; Dimmock & Walker, 2005; Muijs & Reynolds, 2011).

Effective TE models aim to provide support for teachers to meet their multi-faceted professional requirements and encourage creativity and participation in the decision-making processes that contribute to teachers’ professional development (PD) (Pollard, 2008).

¹ Performativity is noted as being the essential characteristic of the post-modern knowledge economy by the philosopher J.F. Lyotard in his seminal text *The Postmodern Condition*. See *The Postmodern Condition: A Report on Knowledge*, trans. Geoff Bennington and Brian Massumi (Bennington & Massumi, 1984).

² Agency: one’s ability to pursue the goals that one values

However, TE ‘text’ policies, (i.e. the formal written communication in any format) (Blackmore & Lauder, 2011), for the most part, include the purpose of teachers’ PD, and is linked to pupil achievement and growth (Darling-Hammond, 1990).

There has been considerable debate regarding the ‘incompatible targets’ of PD and the need to ensure accountability and the impossibility of achieving both in a single evaluation process (Hancock & Settle, 1990, p. 11; Santiago & Benavides, 2009). Moreover, since TE can have consequences that will affect teachers’ careers, including incentives or promotions, a further challenge is to encourage teachers to engage in an open dialogue over the difficulties they face professionally, and the support they need to overcome them (Conley & Glasman, 2008; Goldstein, 2010).

Empirical research has pointed out these conflicting implications of policy ‘discourses’ and the application of teachers’ practices and values in different situations (Ball, 2003). Some research highlights the positive impact of TE on teachers’ PD, particularly in terms of providing helpful feedback, increased job satisfaction, fair evaluation and valuable incentives (OECD, 2009a; Delvaux, *et al.*, 2013). Other researchers, however, report less positive implications, such as teachers’ sense of injustice (Kimball & Milanowski, 2009), increased workloads, close surveillance and accountability at the expense of PD (Conley & Glasman, 2008; Towndrow & Tan, 2009; Berryhill, *et al.*, 2009; Firestone, 2014).

Although there is consensus in the literature on the two main purposes of TE - accountability and PD (Darling-Hammond, *et al.*, 1983; Christensen, 1986; Green & Sanders, 1990) - there is a lack of consensus in terms of the most appropriate methods for assessing teachers. In addition, there is further debate concerning the appropriate standards of teacher competence by which to measure them, which stakeholders should be eligible to conduct the evaluation, and the impact of TE on teachers’ practices and personal careers. Table 1.1 provides a recent and comprehensive comparison of the summative and formative elements of TE and their dimensions in terms of purpose, frequency, processes and structures (NEA, 2015a, p. 6).

Dimensions	Formative assessment	Summative evaluation
Purpose	Growth and improved practice	Continued employment
Data and Evidence	Various written or observable demonstrations of teaching and contributions to student learning	Standards-based measures of practice (student performance measures are inappropriate)
Frequency	On-going and continuous	Periodic and scheduled
Reporting Structure	Collaborative, using flexible forms of feedback	Adherence to strict guidelines, forms, and timelines
Use of Findings	Diagnostic – designed to improve practice	Judgmental – designed to arrive at a verdict
Relationship between Administrator and Teacher	Collegial – to encourage reflection and discussion	Hierarchical – to prescribe a course of action
Process	Teacher self-reflection, peer feedback, peer input, peer review, or a combination of these	Administrator or supervisor-led
Process	Open, exploratory, and integrated into practice; focused on practitioner development and practice	Precisely defined, limited to required documentation; poorly identified long-term implications for practice
Adaptability of Criteria	Allows flexibility and revision of documents in response to individual teaching and learning environments	Fixed set of responses and demonstrations that do not allow for adaptations to meet individual situations
Standards of Measurement	Individualized; multiple systems of demonstration and documentation; pursuit of excellence in one's own practice	Limited responses (yes/no; met/did not meet); sorting or ranking

Table 1.1: A comparison between the summative and formative evaluation (NEA, 2015a, p. 6)

In conclusion, the formative and summative dimensions of TE shape the resultant outcomes towards accountability and/or PD. The creation of a policy is ‘a process fraught with choices, and involves adopting certain courses of actions while discarding others’ (Rui, 2007, p. 261). Effective TE policy can be formative, when it focuses on teachers’ PD and facilitates teachers learning, as well as encompassing peer review, reflection and self-evaluation (Reynolds, 1987).

That said, TE tends to include both formative and summative processes (Stronge, 2006), as the latter is a tool for accountability that aims ‘to ensure that only effective teachers continue in the classroom’ (Iwanicki, 1990, p. 159) and also involves evaluating teacher performance

in numerical or literal formats. These judgments take place at the end of a whole evaluation cycle, normally at the end of the school year (NEA, 2015a).

1.3 Background and Rationale of the Study

As indicated in the introduction, there have been recent reforms to TE in a number of developed countries (OECD, 2013). In Kuwait, the Ministry of Education (MoE) has started to implement a formal and unified TE policy in all state schools including kindergarten, primary, intermediate and secondary schools, for students aged 4-5, 6-10, 11-14 and 15-17 years respectively (UNESCO, 2011). The primary school curriculum in Kuwait comprises of nine subjects: Islamic Education, Arabic, English, Social Studies, Maths, Sciences, Art Education, Physical Education, and Music (*ibid.*)

In 2011, the Kuwaiti government reformed teachers' standards and the new standards focused primarily on administrative requirements, with only two out of ten standards associated directly with teaching skills - 'mastery of scientific material' and 'familiarity with the general educational goals'. None of the standards referred to teachers' interactions with pupils (MoE, 2011). The Civil Service Decision No. 36/2006 did not give employees an automatic right of access to his/her own final summative report, and only those graded as unsatisfactory, scoring less than 55% in their final summative report, were permitted to view it. Consequently, the majority of teachers are involved in an evaluation system that rarely involves interaction with those evaluating them and they do not receive feedback on the outcomes of the assessment contained in their final evaluation report.

In such instances, those teachers who gain bonuses in the following year after the TE can deduce that their summative reports were ranked highly, since this is the only way to be rewarded under the PRP system. However, the outcome of the summative reports is only shared between three parties: the supervisor (external evaluator), the principal, and the head of the relevant department.

The first version of the TE policy in Kuwait (resolution No. 461/93) was applied in September, 1993 (Al-Khayat & Dyab, 1996), providing teachers with full access to their summative reports. It also included a section on teacher self-evaluation that was completed at the end of November. It was possible for teachers to comment on their own perceived strengths and areas of concern in their performance. However, in 2001, this process of self-

evaluation was cancelled with no notice or rationale provided for teachers and supervisors that would have enabled them to understand the motivation behind this decision.

TE policy in Kuwait, (further detailed in Section 5.4), is one of the main formal administrative duties carried out in schools. The policy is mandated at the ministerial level and three highly positioned evaluators share the responsibility of evaluating teachers. As such, decisions are top-down decisions and lack transparency from a teacher's perspective, particularly with regard to summative evaluation reports. The process of formative evaluation is based on classroom observations conducted by the three official evaluators, and it is to these individuals that teachers have to for on-going feedback on their strengths and areas for improvement.

The Kuwaiti government has recently implemented a generous increase in salaries for Kuwaiti teachers. During March 2011, in the Civil Service Council Law No. 28, a total increase of 130 million Kuwaiti dinars was allocated to salaries, and this was welcomed by the Kuwaiti Teachers' Association and teachers alike. Non-Kuwaiti teachers received increases amounting to a further 21 million dinars towards salaries but this increase was proportionately less than that allocated to their Kuwaiti colleagues.

Although 14.8% of the Kuwaiti Gross Domestic Product (GDP) is spent on education, the government has, nonetheless, faced a number of challenges. Using the standards set during international competitions in TIMSS in 1995, 2007 and 2011, and the Progress in International Reading Literacy Study (PIRLS) in 2001 and 2006, Kuwait did not perform well in comparative terms with many other nations. For example, in 2011 (TIMSS)³ for grade four, Kuwait scored 347 in Science and 342 in Maths, compared to an OECD average of 500 (NCED, 2011). Alhashem and Alkandari (2015) investigated this low performance in TIMSS, by conducting in-depth interviews with 25 Science and Maths supervisors. The findings highlighted that the MoE placed a significant focus on curriculum delivery in terms of meeting deadlines and keeping to, and finishing, textbooks, as opposed to teaching particular topics and concepts in order to fulfil a number of qualitative criteria, as is the trend in other countries.

The study further asserted that the approach to education in Kuwait is largely traditional and teacher-centred, particularly when compared to the trends towards learner-centred methods in other countries. In addition, the study concluded that Kuwait had an overloaded curriculum,

³ Kuwait participated in the 2015 TIMSS and the result will be released on December 2016.

and an emphasis on summative assessments and tests. The teachers canvassed in that study highlighted that the lack of PD as a key factor had led teachers to teach science and maths in the traditional way.

In an attempt to raise student achievement, the MoE adopted a new Science curriculum based on one developed in the United States (Pearson-Scott Foreman, 2008). Although the curriculum was reviewed and adapted to suit the Kuwaiti culture, an investigation by Alshammari (2013, p. 184) analysed 136 teachers' perceptions on the adopted curriculum, and found that only 23% of the teachers believed that 'the curriculum considers Kuwaiti students' society and culture', while 78% teachers appeared to face difficulties in teaching the new content. It is clear that effective leadership, implementing appropriately designed curricula, combined with appropriate TE and PD systems, are vital in the creation of strong education systems. These factors have to be considered to avoid the 'bureaucratic and centralized government systems [that] thwart efforts for reform' (Winokur, 2014, p. 104).

In a bid to improve standards, the Kuwaiti government commissioned Tony Blair's Associates to research a number of key issues and challenges facing Kuwait's education system, and to offer recommendations for the Kuwait Vision 2030s:

'In the 2030s, Kuwait should once again be a preeminent player in the Gulf region. It should be the main international trade, energy and services' hub for the Northern Gulf, serving as gateway to a vast and prosperous northern hinterland. Its strength should be based on its uniquely open, tolerant and diverse society, a strong and well-diversified economy led by the private sector, well-prepared people, and the best possible infrastructure links to the countries around it'(Blair, 2009, cited in Aldowaisan, 2010, p. 1).

The first step in achieving this goal is the evaluation of the current educational system in Kuwait, in terms of its ability to develop 'open and capable people' and a 'tradition of free expression and participation' (Aldowaisan, 2010, p. 2).

This present research investigates the mechanism of TE in Kuwaiti primary schools as a major educational tool for improvement and change. As the MoE will have the key role to play in any TE reform, the present research provides some insights into the chronological reforms of TE in Kuwait in Section 3.4.3, beginning in 1912, when TE involved only teachers' self-supervision. This developed over time, as stated by Hargreaves & Fullan (2012, p.43), to the point that it could be claimed that 'teachers are no longer on their own'. Now, the process of TE in Kuwait affords teachers three official evaluators, and involves considerable

time for both the teacher being evaluated, and the evaluators. Given this investment in both time and money, the effectiveness of TE has to be examined to assure its cost-effectiveness and its ability to provide support for teachers to facilitate sustainable qualitative improvements in performance. Consequently, it is important to investigate the teachers' perceptions on the effectiveness of the TE system and mechanisms (Matthews, 2006), since, ultimately, it is through teachers that students' standards will be raised and Blair's goals for Kuwait achieved.

Many studies in the field of TE have focused on examining this issue at a national level (Rajput & Walia, 1998; Gunter, 1999; Conley & Glasman, 2008; Parise & Spillance, 2010; Zhang & Ng, 2011). This is also true for studies in the Kuwaiti context (Al-Khayat & Dyab, 1996). However, a limited number of studies have adopted different approaches and provided a comparative perspective on TE policies between countries. Larsen (2005), and Santiago and Benavides (2009), analysed a literature review of the general trends for TE policies in various countries, exploring a number of TE practices based on a conceptual framework developed from the literature review. Large scale quantitative research on teachers' perceptions of TE in 23 countries has also been conducted (OECD, 2009a), and, recently, there has been a comparative case study of South Korea and Michigan on school teachers' and administrators' perceptions of TE practices (Youngs, *et al.*, 2015).

Among these various comparative approaches, the aim remains constant; that is, ultimately, to improve the quality of education within that country. The present study fills a current gap in the research by identifying new implications for TE research. It provides a comparison of the conceptual analysis of the TE text policies in a developed country (England)⁴ and a developing country (Kuwait), as well as offering explanations as to the differences wherever applicable (Section 5.4). The comparative element in this present study adopts a critical realist paradigm as a prerequisite, in order to help provide alternative recommendations and suggestions for changes in TE policies and practices (Section 8.11).

The recommendations may also be relevant to policy makers in developed countries, even though this is not a specific objective. Rather, the intention is to gain a better understanding of the policies implemented in Kuwait by comparing it with others, in this case England, using 'reflection, challenging taken-for-granted assumptions about familiar patterns which may need to be called into question' (Bray, *et al.*, 2007, p. 377). This necessitates an in-depth

⁴ The rationale of choosing England is detailed in Section 4.7.1.

understanding of the context of each and, so, requires an investigation into the cultural and economic influences that underpin TE policies in both countries (Chapter Three).

Existing studies on TE in Kuwait have tended to overlook the significant role of feedback in TE (Section 3.4.4). The present research offers an in-depth investigation into this matter and seeks to identify whether the mechanism of TE policy in primary schools in Kuwait provides teachers with the PD opportunities necessary to enhance teacher learning and motivation. According to motivational and adult learning theories (Knowles, *et al.*, 2012), feedback, which refers to the oral or written comments that teachers receive from their evaluators or peers, can be a major motivator for teachers. Within Human Resource Management (HRM) in general, and teacher evaluation in particular, the essential role of feedback is acknowledged (Marchington & Wilkinson, 2009). Feedback can help teachers with identification of development needs and offers information to help them address their needs. Ilgen *et al.* (1979) provide a comprehensive Feedback Model incorporating the transmission of feedback from the source (evaluator) and the actual response of teachers to what they have been told about themselves (Section 4.11.2). This present research investigates whether the frequency and content of feedback supports teachers, and whether it provides them with opportunities for improvement.

A key point relates to the outcomes of any TE system and their impact on teachers. This impact often depends on both the ways that evaluators carry out their roles and the quality of the feedback they provide. A further factor that has to be analysed is whether teachers' expectations can be met through the incentives, both financial and non-financial. This is an area where a gap exists in current literature and this research is aimed, partly, at filling that gap and providing information for policy-makers, stakeholders and researchers who are interested in TE in Kuwait, and in other developing countries.

At this point, it is appropriate to articulate the reasons and rationale behind the investigation that forms the basis of this particular study. 'Personal and professional interest' is often seen as one of the key factors for embarking on any research, and that is certainly the case for this study (Lewis & Munn, 1997, p. 11). The subject of the research directly relates to my extensive personal experience of teaching and supervising in Kuwaiti state schools (Section 4.13). During such time, I reached the same conclusion as Grogan & Simmons (2012, p.30), who referred to teachers as the 'powerless population'. It seems intuitively correct that teachers' voices need to be heard within the TE process, and that this, in turn, would empower them and help them achieve the excellence in performance to which the vast majority of

teachers aspire. However, it is one thing to have an intuitive belief that a situation exists and another to demonstrate that this is indeed the case.

A key element of this research, therefore, is an unbiased assessment of current practices to determine whether there are practices in traditional TE systems that actually mitigate against teacher improvement, although the working hypothesis will be that they do. Traditional personnel management processes are often ‘fragmented, incomplete’, and occasionally centred on faulty perceptions and attitudes about people or organisations (Schein, 1977, p. 4). A key aim of this research is to offer recommendations, if appropriate, to bring the evaluation policy of the Kuwaiti MoE into line, compatible with successful global trends and teacher evaluation theories. A critical realist (CR) paradigm has been adopted as the most suitable for investigating TE, since it facilitates the investigation of leadership and management of people in education and its ontological assumptions of the stratified and differentiated open social system (Section 4.5).

Critical realism (CR) provides an appropriate framework to investigate the complexity of teacher effectiveness (O'Mahoney & Vincent, 2014), and the underpinning cultural and structural factors impacting on individuals, whether they be teachers, pupils or parents, and which affects observable teaching practices (Campbell, *et al.*, 2003; Section 2.4). Lastly, a CR approach enables the analysis of the extent to which observable events and pedagogical practices provide a full explanation of the reality of teachers' effectiveness (Sayer, 2004). These points themselves suggest that it might be advisable for evaluators to be involved in a supportive, interactive dialogue as part of the evaluative process rather than simply to assess teaching practices.

1.4 Research Objectives and Organisation

The overarching aim of this research is to offer a proposal for changes and improvements in the practices of TE in Kuwaiti primary schools in order to provide relevant opportunities for teachers' PD that will enhance teacher learning and motivation. To accomplish this goal, this research provides a comprehensive analysis and evaluation of the TE mechanism in Kuwait on three key levels, as indicated in Figure 1.1.

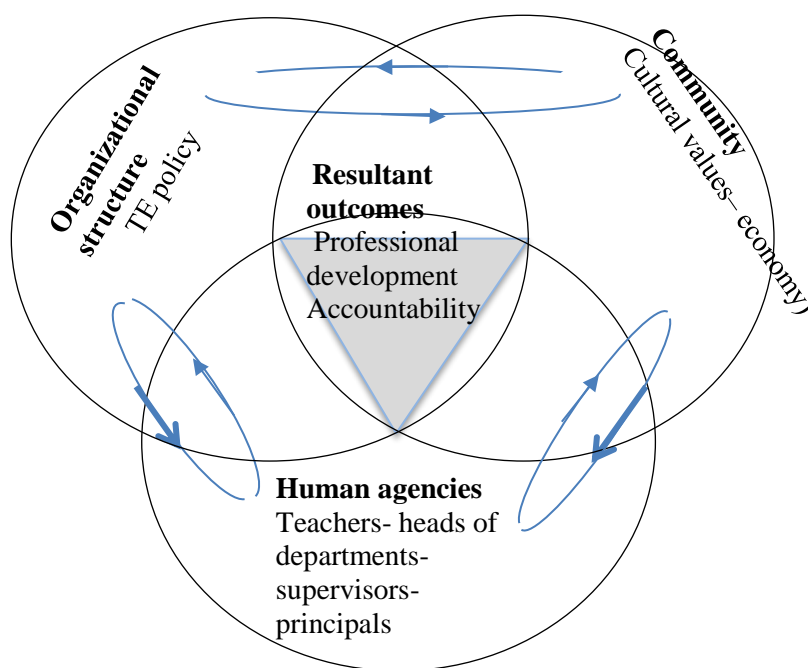


Figure 1.1: The contextual levels influencing the mechanism and outcomes of TE

Firstly, on the macro level, the research investigates the cultural influences, the national values and the economic factors influencing TE in Kuwait (Section 3.1-2). Secondly, on the meso level, the research provides a conceptual analysis of the text of TE policy, and the influence of the organisation that mandates that policy (Section 3.3). Thirdly, on the micro level, an empirical investigation of teachers' and supervisors' perceptions on the TE mechanism has been conducted (Chapters Six & Seven).

The research includes an international perspective through a comparative analysis of the conceptual framework of TE policies in Kuwait and that of England as an example of a developed country (Section 5.4). The research investigates the cultural and economic factors that underpin TE policies in Kuwait and England. Although the focus of the present study is the Kuwaiti context, providing an insight into the national English context illustrates the potential for TE reform in Kuwait. In addition, the analysis of the original research findings identified in the OECD (2009a) study, compared to the OECD questionnaire findings from primary school teachers in Kuwait, illustrates the development challenges for Kuwait.

The main research question for this study is:

How can teacher evaluation in Kuwait be improved?

This question is addressed through an analysis of the mechanisms of TE, in accordance with the recent structural conceptualisations of Porpora (2015) for open social systems, and based upon Bhaskar's (1993) Transformational Model (BTM) for the interactions between structure and agency (Section 4.5). While this research seeks to investigate the causal power that motivates, or hinders, teachers' professional roles as agents, the application of the CR paradigm is also concerned with the hidden and underpinning structural factors relating to TE. This leads to the advocacy of the application of a multi-method approach to provide indications as to the reality of the TE mechanism in Kuwait, and to determine whether or not this is driven by PD or the need for accountability. The cultural factors, that is, values-economy, that impact on the current TE policies and practices in governmental primary schools in England and Kuwait are also considered. The similarities and differences in TE legislation between these two countries are critiqued.

The study adopts Creswell & Plano Clark's (2011) Mixed-methods Transformative design, as it is appropriate for research that challenges social constraints. In the first phase, the perceptions of Kuwaiti primary school teachers are investigated quantitatively, in terms of the formal and informal feedback they have received from their evaluators and peers. Following this, the challenges for TE in Kuwait are qualitatively explored, including feedback sources, content, frequency, and the outcomes of TE. These factors are important for teachers' learning and overall motivation (Ilgen, *et al.*, 1979), expectancy theory (Hartle, *et al.*, 2002) and leadership theory (Earley & Weindling, 2004). The subsidiary research questions are as follows:

What are teachers' perceptions of current teacher evaluation processes in Kuwaiti primary schools in relation to frequency, focus, and impact of feedback?

To address this question, the effects of the teachers' demographic characteristics, including age, teaching experience, department, nationality, and school are all considered in light of their perceptions and views.

In addition, the research seeks to investigate the supervisors' perceptions of TE in Kuwait, and a further research question is, therefore, articulated as follows:

What are supervisors' perceptions of current teacher evaluation in Kuwaiti primary schools in relation to frequency, focus, and impact of evaluation?

The question is addressed by considering the presence and inclusion of three evaluators within the current Kuwaiti TE process, and the feedback they give to the teachers. This also includes the content and frequency of feedback, as well as the outcomes of TE, including any incentives related to the assessment.

Following this introductory chapter, Chapter Two presents a literature review of TE and a critique of the main concepts, teachers' effectiveness in relation to TE, and the impact of power and control on teacher agency in accordance with the assumptions of CR. Chapter Three explores the contextual factors influencing TE, more specifically the cultural factors within the macro level, providing an overview of the Kuwaiti and English situations. Chapter Four then addresses the research methodology and research design in greater detail. The following chapters, Chapter Five to Chapter Seven, comprise the main empirical study, in which the research components and research questions for each chapter are addressed, as shown in Table 1.2. Upon further inspection of Table 1.2, it can be noted that the main research question is referenced in the second last row, indicating that it is answered in Chapter Eight. This is because it may only be addressed and answered once the whole research investigation and subsidiary questions have been dealt with. Finally, the contribution, implications, and limitations of the study, as well as suggestions for further research, are discussed in Chapter Nine.

Chapter	Level	Main components	Research level of investigations and research questions		Research method
Three	National Context (Macro Level)	Cultural factors, values - economy	To identify the effects of the cultural factors (values-economy) in Kuwait and England on the process of TE.		Literature review
Five	Organisational context: MoE in Kuwait, Department for Education (DfE) in England (Meso Level) TE structure	TE text policy	To investigate the current TE policy applied in state primary schools in England and Kuwait, and the marked similarities and differences in TE legislations between the two cases.		Comparative content analysis of the conceptual text TE policies
Seven & Six	Human agency, individuals in districts and schools (Micro level)	TE discourse - Feedback sources and content - Extrinsic and intrinsic incentives	Subsidiary Research Questions	1- What are teachers' perceptions of current teacher evaluation processes in Kuwaiti primary schools in relation to frequency, focus, and impact of feedback? 2- What are supervisors' perceptions of current teacher evaluation in Kuwaiti primary schools in relation to frequency, focus, and impact of evaluation?	Mixed methods research (MMR) Questionnaire + interviews
Eight	All levels and components		Main research question	How can teacher evaluation in Kuwait be improved?	Interpretation of empirical and theoretical data from previous phases and discussion
Nine	Conclusion		Research conclusion, contribution, limitation and recommendations for future studies		

Table 1.2: The organisation of the research, level of investigation and questions.

1.5 Summary

This chapter has provided an introduction to the phenomenon of TE in the international context, and presents a brief background to TE policies and practices in the Kuwaiti context. It outlines the rationale behind conducting this research and concludes with the research questions and organisational structure of this thesis. The next chapter provides a critical analysis of the complexity and conformity of TE mechanisms, and a critical review of the existing literature pertaining to developed countries. This is followed by an insight into the power and control of TE on teacher agency as found in Kuwait.

Chapter Two: Review of the Literature

2.1 Introduction

This chapter provides a review of existing literature relating to Teacher Evaluation (TE), as well as offering a critical analysis of the complexity that stems from three distinct, but controversial, aspects that are inevitably part of any TE processes: teachers' effectiveness, adult motivation, and their learning. The chapter critiques the elements of teacher effectiveness identified in four well-known models and, additionally, the multifaceted notion of TE is categorised into three elements: inputs or purposes, methods and outcomes. Following that, a discussion of the terms, 'performance management', 'appraisal', and 'teacher evaluation' is developed.

There is also a critique of key concepts, teacher effectiveness, and teacher evaluation from a critical realist perspective, and the duality of teacher evaluation structures and teacher agency is demonstrated. How power and control within the teacher evaluation structure can influence teacher agency is highlighted, with reference to TE practices in Kuwait.

This chapter also investigates the extent to which there is conformity across various educational policies and theories regarding TE's two main purposes: accountability and professional development (PD), both of which are associated with summative and formative teacher evaluation practices.

The review concludes that effective TE mechanisms can lead to professional development and, consequently, TE can have a major influence on teachers' motivation and learning. The last section suggests that the four key aspects of effective TE are: the frequency of feedback and its content, the number of evaluators and their status, the impact of the outcomes on teachers' practices and careers, and finally, teachers' perceptions of, and attitudes to, the TE experience.

Using a critical realist approach, this thesis investigates the actual workings of the TE mechanism in Kuwait by adopting both mixed methods research (MMR) and a complementary comparative analysis of the conceptual TE policy in Kuwait and England, as a developed country. A detailed rationale for this approach is provided in Section 4.8.

The literature review in this chapter provides a theoretical background related to TE processes, predominantly drawing research from the UK and the USA. The review of literature relating to TE in Kuwait is examined in detail Section 3.4, in terms of cultural and

organisational factors and previous research studies. The effects of global and economic factors on TE policies in general, as well as current conceptual TE policy in Kuwait and England, are detailed in Chapter Five. The aim is to develop a comprehensive understanding of each context to support a proposal for improving TE policies and processes in the Kuwaiti context.

2.2 Background for Teacher Evaluation

The use of TE is a relatively recent phenomenon in some countries. However, during the Victorian era in England, there were several nationwide attempts to evaluate and reward teachers (Shinkfield & Stufflebeam, 1995). These endeavours were characterised by the education slogan at that time, ‘payment by result’, which focused on teachers’ performance in ‘reading, writing and arithmetic’ (Pollard, 2008, p. 101). Notions of performance management from the industrial revolution further contributed to the development of educational theories and this is discussed in greater depth in Section 4.2.

During this era, policy makers held to an economic perspective that was focused on ‘cost-effectiveness’, which included maximising outcomes with the least expense, and raising students’ standards, particularly in Maths, Science, and Literacy. Consequently, evaluation of teacher effectiveness was according to set targets and a ‘performativity’ culture (Ball, 2003). Eventually, various developed countries reformed their TE regulations. Recent amendments concerning pay related performance, workload and pensions in the UK and USA have resulted in teachers’ unions calling for strike action, a call supported by thousands of teachers and parents (NUT, 2013; Schmidt, 2014).

Policy makers in England consider performance related pay (PRP) to be a vital element in improving teachers’ performance (DfE, 2013a). Similarly, in the USA, the Race to the Top (RTT) initiative (2009) offered grants for states that were willing to reform their teacher evaluation policies to include PRP and value-added criteria, as a way of differentiating between teachers’ performance (Marzano & Toth, 2013). However, it seems that these reforms are only focused on the outcome-driven purposes of appraisal.

In formal TE policies, competent teachers are regarded as the ‘key to educational improvement’ (Darling-Hammond, 1990, p. 18). By enabling teachers to be active and creative agents within the evaluation process, as well as by maximising their participation in decision-making, their contribution can be acknowledged and enhanced.

2.3 The Terms of Teacher Evaluation

In the UK, appraisal is a term that has been widely used by researchers, specifically in educational contexts and in formal Department for Education (DfE) 2012 No. 115 regulations (Reynolds, 1987; Bollington, *et al.*, 1990; Bartlett, 1998; Middlewood & Cardno, 2001). As a concept, appraisal refers to the process of reviewing a teacher's work, while the term 'Performance Management' (PM), used in earlier DfE 2006 No. 2661 documents (DfE, 2006), is a much broader term, encompassing various organisational tasks including 'strategic and personnel management, PD, recruitment, selection, promotion, discipline' (Middlewood & Cardno, 2001, p. 10).

However, staff appraisal could also be regarded as a central component of PM. Hartle *et al.* (2002, p. 3) provided three open definitions of PM, all of which were related to the processes of student and school success, managing staff, and effective teaching. Some researchers prefer to use the concept of performance appraisal when focusing on the process of evaluating teachers (Hancock & Settle, 1990; Dransfield, 2000; Bush & Middlewood, 2013). Within the business literature, Dransfield (2000, p. 71) succinctly defined performance appraisal as 'a process of systematically evaluating performance and providing feedback on which performance adjustment can be made'.

An analysis of the literature from the UK and Europe revealed the interchangeable use of the terms 'evaluation' and 'appraisal' in various articles, books, and formal national TE policies (Wragg, *et al.*, 1996; Ingvarson, 2001; Hargreaves & Fullan, 2012). Although the verb 'evaluate' is defined as, 'to judge or calculate the quality' of performance, the meaning of the verb 'appraise' is given as 'to examine someone or something in order to judge their qualities, success, or needs' (Cambridge Dictionary, 2015). It is evident that the verb 'appraise' includes both judgement and elements of development or enhancement, unlike the verb 'evaluate'. Montgomery and Hadfield (1989) included both the concept of evaluation and enhancement within their definition of appraisal. However, it was also observed that the concept of TE is more commonly used in international research (Isore, 2009; GHRF, 2009; Santiago & Benavides, 2009).

The following sections will critically review the concepts of teachers' effectiveness and TE based on the critical realist paradigm utilised in the present research.

2.4 The Reality of Teacher Effectiveness

Teacher Evaluation (TE) is the process of judging/improving/controlling teacher effectiveness. It is intrinsically linked to controversial, and contested, notions as to what constitutes teacher effectiveness. Researchers are increasingly concerned with formulating theoretical and practical models to improve teachers' performance, and to ensure the effectiveness of the teaching process. These models are context-bound, due to the fact that cultural factors, such as ideologies, school curriculum, subject matter, marking and resources, can all have an effect on research findings and educational perspectives (Pollard, 2008; Skinner, 2010). Table 2.1 illustrates the main elements found within popular teacher effectiveness models, and the significance of implementing these well-known, and frequently cited, sources.

Source	The significance of the model	Potential dimensions affecting teacher effectiveness
(McBer, 2002, pp. 4-6)	<ul style="list-style-type: none"> - This model is based on evidence of multi-method research, including 'classroom observation, in-depth interviews, questionnaires, focus groups, as well as the collection of personal and school data', in addition to parallel research on pupils' progress. - Various parties are involved in the project, such as DfE officials, teachers, pupils, parents, governors, academics, and representatives of many interested organisations. 	<p>Effective teachers' characteristics include:</p> <ul style="list-style-type: none"> -Professional characteristics: (professionalism, thinking, planning and setting expectations, leading, relating to others). -Teaching skills: (high expectations, planning, methods and strategies, pupil management, time and resource management, assessment, homework). -Classroom climate (clarity, order, standards, fairness, participation, support, safety, interest and environment).
(Campbell, <i>et al.</i> , 2004)	<ul style="list-style-type: none"> - This model is based on extensive research from previous studies on teacher effectiveness in the UK and USA. -The authors built a model that differentiated teacher effectiveness, which is a prerequisite for successful teacher evaluation. 	<ul style="list-style-type: none"> - Teacher's roles, the formal instructional and other various non-instructional activities. - The subjects and their components. -Pupils' characteristics: (e.g. age, developmental age, sex, socio-economic status, ethnicity, motivation, self-esteem). - The culture at the organisation and community level.
(Muijs & Reynolds, 2011, pp. 6-10)	<ul style="list-style-type: none"> - Evidence of teacher effectiveness for this model was based on research carried out in the USA, the UK and Europe. - Focus was given to the classroom level, particularly in Maths and Literacy. 	<ul style="list-style-type: none"> - Teaching skills (e.g. direct instruction and interactive teaching.) - Creating a framework for learning: classroom management, behaviour management, and classroom climate, as well as effective use of homework, problem solving, and higher thinking skills. - Teaching for specific purposes: (pupils' social skills, self-esteem, differences). - Teachers' beliefs, values and knowledge. - School culture, and student characteristics.
(Borich, 2014, pp. 7-25)	<p>This model is based on:</p> <ul style="list-style-type: none"> - 30 years of research on teacher effectiveness. - Providing practical examples for effective behaviours and practices in classrooms. 	<ul style="list-style-type: none"> - An effective teacher requires the 'integration of the key and helping behaviours into meaningful patterns to create effective teaching practices'. <p>Five key behaviours were defined for effective teaching: lesson clarity, instructional variety, teacher task</p>

	- Focusing on classroom level, in particular teacher-student interaction.	orientation, engagement in the learning process, and student success rates. - The helping behaviours: using students' ideas and contributions, structuring lesson content, questioning and probing, and developing teacher-learner relationships.
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Table 2.1: Characteristics of teacher effectiveness in various significant sources

All of the models in Table 2.1 are based on intensive work and multi-method empirical research in the McBer Model (2002), as opposed to the theoretical and empirical evidence found for the last three models. As a result, there are a number of similarities between these models: none of them actually provide a specific definition of teacher effectiveness, while they all focus on teachers' behaviour in the classroom, and in particular, teaching practices.

In addition, the McBer Model (2002) considers effectiveness in relation to teacher control, while the other recent models largely indicate potential factors that influence teachers' effectiveness, including organisational and social factors, particularly in regards to the policy of TE that may hinder or improve teacher effectiveness. Based on a synthesis of over 500,000 studies, Hattie (2003) argued that a teacher only controls approximately 30% of their student's achievement variance, whereas 50% is attributable to the student themselves, and approximately 5-10% of the influence comes from a combination of home, school, principal and peers.

Furthermore, while teachers may be effective in certain subjects or in one of the subjects' components, however, they may face difficulties in relation to their performance in other subjects or in sub-sections of their main one (for example a Maths teacher may be skilled at teaching arithmetic but less successful teaching algebra). Other dimensions, including student socioeconomic status, and various characteristics, may also influence teachers' effectiveness and contribute to the complexity of the teachers' roles (Campbell, *et al.*, 2004). Consequently, TE should be linked to the specific context, where the teacher is actively engaged, whilst also providing effective feedback to support the teacher in meeting the demands of this context (Day, 1999).

Current research investigating teacher effectiveness continues to propose various epistemological models of teacher effectiveness, and although such studies provide interesting evidence and useful models, the findings are context related and do not guarantee similar pupil learning outcomes in other, far less all, educational contexts (Muijs & Reynolds, 2001;

McBer, 2002). In addition, most of these studies are based on limited educational goals, Literacy, Maths and Science, and there is lack of research that addresses non-cognitive pupil outcomes (Muijs, *et al.*, 2014).

However, CR as detailed in Section 4.5, can provide a guiding philosophy for change and improvement in educational research (Egbo, 2005). Its ontological assumptions facilitate understanding the reality of teacher effectiveness (Bhaskar, 1993; Archer, 2003). The reality includes three domains depicted in Figure 2.1: (1) Observable teachers' practices (empirical); (2) non-observable events, wherein teachers may develop new effective practices throughout their daily interactions with pupils. These practices may be hidden if they have not been observed or shared with other teachers (actual); and (3) the individuals themselves, and the structural and cultural entities that influences teacher effectiveness (real). McBer's (2002) multi-method approach (see Table 2.1), has a limited evidential base for teachers' effectiveness. Although it does describe the observable events, it does not address the holistic reality of teacher effectiveness.

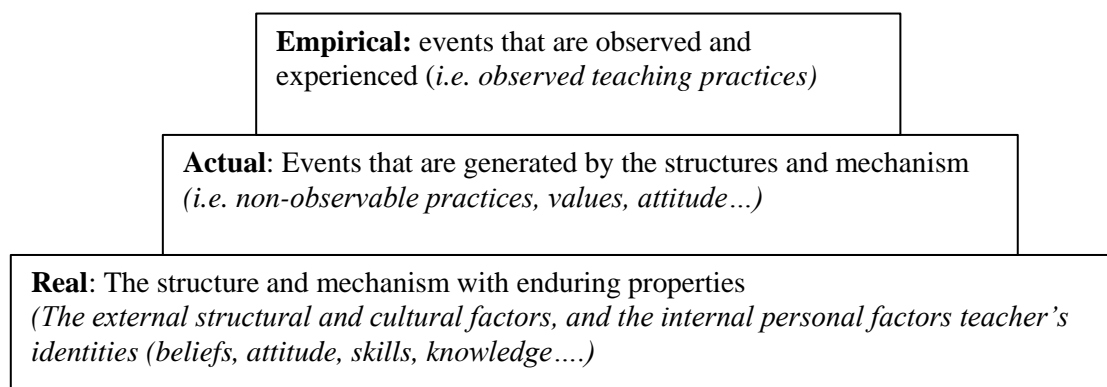


Figure 2. 1: The stratified ontology of CR and the teacher effectiveness phenomenon adopted from Bhaskar (2008, p. 26)

Epistemologically, critical realists are more concerned with investigating the structural conditions within educational institutions (Sayer, 2010; Porpora, 2015). This research focuses on the TE structure which has potential causal powers that can enable, or constrain, teacher agency to engage in a learning dialogue with their peers, official evaluators, and each other and, in consequence, influence teacher effectiveness.

2.4.1 Critique

It is clear that the number of characteristics of teacher effectiveness is greater and more complicated than the observable teaching practices, since the former is related to personal characteristics, including identities, attitudes, skills, knowledge, and values (Ko, *et al.*, 2013). In addition, much of the work by Campbell, *et al.* (2004) provides an evolving perspective on differentiating teachers' effectiveness according to the contextual components, i.e. teachers, pupils, structural and cultural factors. There is, therefore, a need to understand the circumstances underpinning teachers' performance before delving more deeply into an evaluation of their effectiveness. A 'one size fits all' evaluation assessment that can be applied to all teachers is simply inappropriate (Stronge, 2006, p. 15).

Those that consider teaching to be a science, that can be empirically studied and investigated, propose elements of teacher's effectiveness and quality teaching practices based on 'reproducible findings' from various research contexts (McBer, 2002; Muijs & Reynolds, 2001, p. 214). This, subsequently, contributes towards shaping the features of a universal ideal for teaching practices, and consequently, this translates, in TE mechanisms, into 'predetermined criteria that are employed in forming judgments' (Parker, 1997, p. 18). The pre-occupation with 'the secreted social ontology of positivist/statistical methods and its contingent congruence with neo-liberalism' (Willmott, 2003, p. 140), may result in the complexity underpinning observable events being overlooked (Figure 2.1) (Sayer, 2010).

Considering the teaching profession as an art, rather than a science, can often widen evaluators' perceptions concerning the features of teacher effectiveness which, in turn, suit various educational contexts (Bartlett, 2000). The debates related to teacher effectiveness could be oriented towards how to motivate teachers to learn and improve professionally, and be a more effective teacher in their classroom, as opposed to simply framing teacher effectiveness (Hargreaves & Fullan, 2012).

It is important to determine a definition of teacher effectiveness based on sound teaching standards within TE policies. While the mechanism needs to acknowledge that teachers play a major role in pupils' learning, some events are out of their control or are non-observable (Hattie, 2003; Priestley, *et al.*, 2012a). The TE mechanism that empowers teachers' professional agency, as detailed in the next sections, has the potential to contribute towards motivation, creativity and innovative practices (Levin, 2012).

2.5 The Process of Teacher Evaluation

In the following section, a number of research perspectives are synthesised and two key strands are inferred; (1) research identifying the main components of TE as a process; and (2) research that determines the features of effective TE.

Teacher evaluation is regarded as a multifaceted phenomenon with three key elements: inputs or purposes, methods, and outcomes. A synthesis matrix⁵ was used to provide a comparison between the chosen sources for these elements (see Table 2.2). However, not all key elements are mentioned within the selected texts, but they are inferred from each source in order to provide a comprehensive understanding of the concept of TE.

Teacher evaluation definitions	Purposes	Methods	Outcomes
‘Organization’s ability to accomplish its mission of providing a better service product while at the same time enhancing staff satisfaction and development’ (Poster & Poster, 1997, p. 148).	Accommodate both individuals and organisational needs.	- Formative and summative appraisal.	- Better service product, and staff satisfaction & development.
‘A variety of activities through which organisations seek to assess employees and develop their competence, enhance performance and distribute rewards’ (Fletcher, 2001, p. 473).	Accountability and staff development.	- Includes both formative and summative appraisals. -Proposes multi-source feedback. -Self-evaluation.	- Accountability. - Staff development. - Rewards.
‘A review by either the school principal, an external inspector, or the teacher’s colleagues. This appraisal can be conducted in ways ranging from a more formal, objective approach (e.g. as part of a formal or performance management system, involving set procedures and criteria) to a more informal, more subjective (e.g. informal discussions with the teacher’ (OECD, 2009a, p. 141).	Accountability and professional development.	- Summative and formative evaluation. - Formal and Informal practices.	- Accountability and PD. - Teacher evaluation has an effect on teachers’ job satisfaction and security, as well as on extrinsic and intrinsic incentives.

⁵ A synthesis matrix is ‘a chart that allows a researcher to sort and categorise the different arguments presented on an issue’ (Ingram, *et al.*, 2006, p. 1).

‘A compensation system that rewards teachers with extra financial rewards beyond the annual salary rise on the salary schedule for outstanding performance in the performance evaluation’ (Liang & Akiba, 2015, p. 378).	Organisational and individual needs.	- Performance Related Pay (PRP).	- Accountability. - Extrinsic rewards.
Teacher evaluation is a two-step process: Collecting information about teacher effectiveness, then judging teacher competencies (Medley & Shannon, 1995)	Accountability.	- Classroom observation is common, but only concerned with supervisor quality. - Use of student test scores only to monitor teaching practices.	- Accountability.

Table 2.2: The main teacher evaluation elements (various sources)

Table 2.2 illustrates the multi-faceted process of TE, including summative and formative approaches, addressing individual and organisational needs, incorporating both accountability and professional development, and indicates that it is dependent upon the roles of the evaluator and the individuals being evaluated. Based on these elements, there are a number of challenges in constructing a comprehensive definition for TE. The majority of the definitions in Table 2.2 include the purposes and the expected outcomes of the process. However, these definitions do not include evaluation methods, with the exception of the operational definition from the OECD (2009a) study, which includes details of the formal and informal procedures to clarify the process for the teachers surveyed.

From the definitions provided in Table 2.2, a common aim for the evaluation process is to motivate teachers, primarily through intrinsic and extrinsic rewards, and consequently, through this approach, to improve the outcomes for their pupils. Some research agreed that ‘successful change is rooted in an individual perception of reality and sense of self’, and therefore, effective TE is not limited to providing ‘top-down support for bottom-up innovation’ (Durrant & Holden, 2006, p. 30), but rather, it should promote the development of a collaborative environment between evaluators and teachers for mutual learning gains (Hargreaves & Fullan, 2012; Bush & Middlewood, 2013). An environment that fosters

teachers' professional agency encourages the teacher's 'ability to act in new and creative ways, and even to resist external norms and regulations when they are understood to contrast or conflict with professionally justifiable action' (Toom, *et al.*, 2015, p. 615).

Critical realists demonstrate both internal culture (i.e. teachers beliefs, attitude, knowledge and skills), and external cultural, as well as structural domains that shape the teachers' agential roles over time (Priestley, *et al.*, 2012b). However, findings revealed that policies advocating a performativity culture would hinder teachers in taking action involving innovative changes to a new curriculum (Priestley, *et al.*, 2012b; Reid, 2014; Biesta, *et al.*, 2015). The current study investigates the factors within the TE structure in Kuwait, detailed in Table 4.3, which influence teachers' agency.

2.5.1 Critique

Although the definitions in Table 2.2 are cited from various sources, they all refer to 'managerial leadership', implying that the evaluation process is carried out using a traditional 'top down' approach (Bush & Middlewood, 2013, p. 17). This emphasises the importance of the task for evaluators and managers. For a thorough understanding of the process, the evaluators' roles have to be fully examined. This research aims to support improvement in the practices of teacher evaluation within Kuwaiti primary schools, particularly in terms of the feedback that teachers receive from their supervisors. The rationale for change is detailed in Section 4.5. The study adopts the TALIS TE definition (Table 2.2), as it provides a comprehensive interpretation of the teacher evaluation mechanism and comprises crucial components including sources, methods and approaches.

Teacher effectiveness is influenced by multi-dimensional factors (Campbell *et al.*, 2004). A critique of approaches for TE suggests that in order to improve teacher effectiveness, a context-based, interactive process, involving dialogue, is likely to be successful in promoting engagement and change in teachers (Pollard, 2008). However, structural factors constrain teacher agency when TE policies focus on 'evidence-based' and 'data-driven' approaches (Hargreaves & Braun, 2013, p. 3). For authentic educational improvement, TE needs to meet the issues created by the complexity of achieving teacher effectiveness by the provision of ongoing professional development for teachers throughout their careers (Fullan, 1993; Biesta, *et al.*, 2015; NEA, 2015a). The following section highlights the dualism of structure and teacher agency as a means to aid understanding of the mechanism of TE within schools.

2.6 The Dualism of TE Structure and Teachers' Agency

Fundamentally, structure refers to 'resilient patterns that order social life' (Willmott, 2000, p. 67). Organisational literature and Giddens's (1984) theory tends to merge structure and individuals in the condition of structuration 'social practices'. Within both, the transformation state is based on the interactions between human actions, rules and resources, 'across time and space' (Giddens, 1984, p. 2). Structuration theory draws attention to the repeated events of interactions, including the post-observation conference event where the teacher receives feedback. Within this, the content and frequency of feedback may influence and change teacher performance in the long term. TE structure is 'a set of simultaneously constraining and enabling rules and resources which are implemented in human interaction' (Haridimos, 2000, p. 30). The components of TE structure, detailed in Section 4.5, include rules, resources, incentives, evaluators' positions and their expertise. All these influence teacher effectiveness. Teachers, for example, may revise their pedagogical practices based on their evaluators' views, and this may constrain their performance, as Dornbusch & Scott, (1995, p.143) caution:

'Appraisal is seldom a mechanical procedure . . . appraising a task requires knowledge of extenuating circumstances. Such information is of critical importance in determining what, if any, message is to be communicated to the performer concerning the quality of his or her task performance.'

Although official evaluators may only conduct a limited number of post observation conferences, the feedback that is provided can be a powerful influence on teacher motivation and learning (Hattie & Timperley, 2007). Critical realists agree that certain conditions must be met in both the social structure and at the individual level for change to occur (Bhaskar, 1993; Sayer, 2004). However, their arguments seemed to differ when explaining their interdependent relations (Archer, 2003). In terms of structure, Giddens (1984) and Porpora (2015) highlight the importance of objective entities such as rules and resources. Porpora (2015, p. 98) also considers the 'relations among social positions; lawlike regularities that govern the behaviour of social facts; and stable patterns or regularities of behaviour' to be important. These structural aspects suggest a clear relational pattern between agents that could be applied to enhance the structure of TE, as explained in Table 4.3.

There seems to be a consensus on the ontological differences between the reality of structure and individuals (Bhaskar, 1998; Archer, 2003; Porpora, 2015). Despite the fact that teacher

agency is contingent upon enabling or restricting factors within their professional context, teachers within the mechanism of TE still act objectively in accordance with the TE structure. As such, teacher agency is facilitated when they are provided with authentic opportunities to exercise agency, and not to simply respond to the TE rules. Realists seek to empower individuals, as they believe that they can lead the change in the social context (Bhaskar, 1993; Archer, 2003). On the other hand, recent TE literature advocates separate formative and summative evaluations, as shown in Table 1.2 (NEA, 2015a), to provide teachers with on-going feedback and contribute effectively in discussions with peers without the fear of the rating process impacting negatively on their careers. Practices in other countries, as in Finland, applied self-evaluation and a professional development plan for teachers. However, these are not directly connected with career advancement, to eliminate the judgmental and controlling practices (OECD, 2013). The problem of control of teachers' practices within the TE mechanism is discussed in detailed in the following section.

2.7 Power, and Control within Teacher Evaluation Mechanisms

The extent to which TE policies and practices are empowering for teachers, and the extent to which they, instead, exert power and control over them, will relate to accountability purposes, which aim to evaluate teachers' effectiveness. It should be noted that in Australia, Canada, the United States, and England TE was extended to be a 'quality control mechanism' (Larsen, 2005, p. 293). In the neo-liberal era, in England, TE policies adopted a performativity culture, while the associated legislation 'employ[s] judgements, comparisons and displays as means of incentive, control, attrition and change based on rewards and sanctions' (Ball, 2003, p. 216). Teaching practices are controlled and influenced by TE legislation, standardised tests and Ofsted standards (Mercer, *et al.*, 2010). A case study by Reay and Wiliam (1999), highlighted that teacher practices have been reformed by reducing the curriculum for Year Six students during the spring term in the run up to the SAT exams, which led to students' frustration. Bartlett, (2000, p. 35) has also cautioned that TE leads to a 'technicist model' that controls teaching practices.

In the USA, Buchanan's (2015) study, conversely, revealed that TE policy could have an influence on teachers' professional identities and agencies. Nine Californian teachers that were interviewed had already reconstructed their definitions of teacher effectiveness on pupils, who excelled in the standardised test, to take into account the part played by value-

added accountability that had been adopted (*ibid.*). Ramirez, *et al.*, (2011) in a study in Colorado, confirmed that evaluation policy focuses narrowly on certain teaching practices.

This research confirmed that, even in developed countries, TE structure exerted control on teacher agency. Teachers reshape their practices according to the evaluation purposes, and consequently, teacher effectiveness is contingent upon values placed on a limited range of pedagogical skills that focus on student achievement. There is, however, a wide spectrum of sceptical arguments regarding the appropriateness of TE methods that encompasses the holistic characteristics of teacher effectiveness, particularly in terms of teachers' personal values towards teaching and pupils. These characteristics include 'passion, reflection, planning, love for children and the social and moral dimension' (Bartlett, 2000; Devine, *et al.*, 2013, p. 92).

Empirical evidence suggests that teachers' reflections on, and actions as a result of, accountability varied, not only according to the context and TE strategy, but also according to their teaching experiences. Veteran teachers were more likely to adapt their teaching behaviour more easily in their classes (Buchanan, 2015). In contrast, novice teachers are often not as capable of dealing with the tensions inherent in the evaluation and feedback processes and this reflects negatively on their students (Reay & Wiliam, 1999). TE policies need to differentiate and recognise that the individuals' development needs have to be identified based on their classroom context and their characteristics as teachers (Campbell, *et al.*, 2004; Danielson, 2006).

Various TE discourses point to the wide-ranging levels of control and pressure on teachers (Biesta, *et al.*, 2015), based on the inclusion of power forms, such as 'positional power, authority of expertise, control of rewards and resources' (Bush, 2011, p. 109). In Kuwait, the traditional hierarchal approach involves three official evaluators: the principal, the head of department and the supervisor (external evaluator), based on agency-structure theories (Bhaskar, 1993; Archer, 2003; Porpora, 2015). These triple top-down power relations may constrain or enable teacher agency, according to the structured 'activities, events and social relations' in schools (Hilferty, 2008, p. 164). In Kuwait, interaction is most commonly achieved in the post-observation conference. More specifically, it is a pivotal indicator of the constraints or enabling factors, the causal power, which is evident in feedback content, evaluator practices, attitudes towards considering the teachers' expertise, as well as patterns of dialogue, particularly whether this involves a two way or a one-way conversation (Coe, 1998).

Motivational and adult learning theories, detailed in Section 4.11, conclude that on-going feedback provides authentic opportunities for teachers' learning and improvement, particularly when delivered by official evaluators who put emphasis on internal motivators such as 'achievement, recognition, fulfilling work, responsibility, advancement and growth' (Ilgén, *et al.*, 1979; Knowles, *et al.*, 2012, p. 215). There is a degree of controversy surrounding the leaders' roles, with some pointing to assessment versus improvement of teachers' performance, which can lead to tensions when teachers engage in a dialogue with leaders (Copland, 2010). Recent literature advocates peer review and self-evaluation (Darling-Hammond, *et al.*, 2011; NEA, 2015a). Other case studies in the UK (Bush, *et al.*, 2012), in Botswana (Monyatsi, *et al.*, 2006) and in Kuwait (Al-Yaseen, 2007) provide key findings that indicate that shared values and common purposes would facilitate teachers PD in the TE process.

From a critical realist perspective, 'causal powers' emerge through the structured hierarchical relationships between teachers and official evaluators, which may constrain or enable teachers' improvement (Buchanan, 2015). Leaders who operate according to an emotional intelligence leadership model exhibit various skills, including 'listening, problem-solving and negotiating' (Bush & Middlewood, 2013, p. 119). Nonetheless, peer review and self-evaluation would seem to be preferable methods as a means of improving teachers professionally, due to the absence of a hierarchical power structure that can inhibit teachers' personal involvement. Peer and self-review can enable teachers to develop their sense of self efficacy and professionalism (Brown, 2012).

It is worth noting that power is related to human actions, and teachers already 'play a pivotal role in many of everyday pedagogical decisions' (Shipway, 2011, p. 134). Effective teachers also have 'the power to realise socially valued objectives agreed for teachers' (Campbell, *et al.*, 2004, p. 20). Teachers participating in an effective TE system are not merely recipients, but rather, they are active players and empowered by other agents to improve professionally.

In the forthcoming sections, the two distinct purposes of teacher evaluation and their respective methods (summative and formative evaluations) are critically analysed.

2.8 Purposes of Teacher Evaluation

Goal setting is one of the priorities in the educational field, ranging from the micro level, which includes setting objectives for a lesson plan, to a macro level, where government aims

and the anticipated outcomes for educational policies are involved. Researchers and practitioners that are interested in educational management have related the purposes of TE policies to both accountability and teacher PD (Laukkanen, 1998; Attinello, *et al.*, 2006; Isore, 2009; Santiago & Benavides, 2009; Bush & Middlewood, 2013).

However, ‘balancing the needs of teachers and the needs of the organization’ (Stronge, 2006, p. 3) is imperative for a quality TE mechanism. Such a balance is not easy to achieve due to various ‘incompatible targets’ that have to be met (Hancock & Settle, 1990, p. 11). Thus, as indicated earlier the separation of formative and summative evaluation practices through the adoption of various methods, including peer review, self-evaluation and portfolio in order to serve PD purposes, as well as summative evaluation, which would be best conducted by an administrator (Glickman, 2002; NEA, 2015a).

Another technique for this separation refers to the application of time phase differences between the two approaches, as implemented in Canada and some American states, including Washington and South Carolina. In the latter cases, the summative evaluation of competent tenured teachers is conducted ‘every two, three, or in some cases four years’ (Duke & Stiggins, 1990, p. 128). Given the distinctions between the two purposes, accountability and PD, and their application in practice, they will be introduced separately in the next section.

2.9 Accountability and Quality Assurance

Public accountability in schools has been linked to the ‘expenditure of large sums of private or public money’ (Wragg, *et al.*, 1996, p. 6; Danielson & McGreal, 2000; Bush & Middlewood, 2013). It is the responsibility of society and government to ensure ‘the growth and quality of future generations’ (Day & Gu, 2010, p. 121). Consequently, there is an obvious issue of accountability owed by the teaching profession to both the society and government that entrusts them with undertaking this hugely important responsibility. At the same time, society and government, therefore, have a responsibility to the teachers in terms of providing the means to achieve the desired aims. As stated by Drago-Severson (2004, p. xxiv), ‘finding better ways to support those adults who teach and care for children should be a priority’. This is to ensure that there are well-prepared, competent, and innovative teachers.

From a business perspective, educational decisions are often focused on outcomes, as found in some developed countries, where key initiatives reflect central goals. Examples of this include the 2003 ‘Every Child Matters’ (ECM) initiative in the UK (Alexander, *et al.*, 2010, p. 44),

and ‘No Child Left Behind’ (NCLB) in the USA in 2001 (Marzano & Toth, 2013), now replaced by the ‘Every Student Succeeds Act’ (ESSA) (NEA, 2015b), as well as describing standards for effective teacher models. In this respect, it is often the case that policy-makers are involved in the formulation of TE policies, since they are responsible for providing teachers with a roadmap to turn vision into reality. However, it can be argued that global and economic factors are also key reasons for the initiation of certain accountability policies, as detailed in Section 5.2.

Due to global economic competencies, a key factor related to the accountability processes within a given context is the curriculum. Most countries, such as the UK and Australia, regulate their national curricula to ensure they are of a high standard and provide the knowledge, expertise and understanding required by all students (DfE, 2013b; ACARA, 2013). Understandably, the body in charge of designing and implementing the curriculum is the one responsible for setting the standards for effective teaching alongside the policy of TE. In Finland, exemplary teachers are responsible for developing the school curriculum, where the educational policy promotes the ‘teacher empowerment’⁶ approach (Webb, *et al.*, 2004). TE methods are based upon self-evaluation, peer evaluation and portfolio, which are integrated in a policy that seeks to empower teachers through their active participation in the process.

In contrast, in England, the national curriculum and uniform assessment are mandatory for the Local Education Authority (LEA) run state schools. This means that the responsibility for formulating the national policy for TE in the majority of state schools is placed squarely with the DfE. In a comparative study, English teachers were more likely to perceive that educational policy is focused on public accountability than PD, unlike their Finnish peers (Webb, *et al.*, 2004).

Within the framework of TE, accountability has been defined as ‘a matter of assessing how successfully teachers have deployed the relevant pedagogy based on the testing of pupil performance’ (Bell & Stevenson, 2006, p. 88). The modified form of evaluating teachers based on students’ scores is termed value-added (VA), as it gauges the difference made to a student’s achievement by the teacher. This method provides specific ratings for every teacher’s performance, which then informs the judgments made about the teacher’s practices.

⁶ Teacher empowerment: ‘investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach’ (Bolin, 1989, p. 82).

However, the challenges associated with implementing value-added models (VAMs) in the USA are well documented (NEA, 2015a), especially holding teachers accountable for ‘narrow test-driven goals’ (Hargreaves & Fullan, 2012, p. 11). Consequently, teachers may focus on a group of pupils who can help to demonstrate value added gains, while students with special needs or those who are already high performers may not achieve observable differences in their performance levels. In addition to being ‘highly unstable, teachers’ ratings differ substantially from class to class and from year to year, as well as from one test to the next’ (Darling-Hammond, *et al.*, 2011, p. 2).

However, Murphy, (2013, p. 6) argued that VA is a more objective and reliable method compared to classroom observation, especially when taking into account pupil differences, and the ‘progress measures, rather than absolute test or exam results’. Despite the scepticism about whether classroom observations can be regarded as a reliable method (Galton, 1995), they continue to be an element in the process of evaluating teacher skills in most national TE policies (Santiago & Benavides, 2009). Observation practices can vary across TE models in terms of evaluators’ positions, numbers, roles, expectations, reports and decisions, as well as their interactions with teachers and the types of feedback provided (OECD, 2009a). The outcomes of the interaction between all these elements in the TE mechanism reflects the level, and type of accountability, that teachers experience, which underpins the leadership and management practices within the educational system (Bush, 2011; West, *et al.*, 2011).

A key point in accountability is the data within the TE process, which includes three processes: (1) collecting data; (2) delivering it in the form of feedback for teachers; and (3) using this data for decision making (NEA, 2015a). Data or evidence on teacher effectiveness may take the form of classroom observation, student scores, portfolio, self-evaluation and peer evaluation (Tucker, *et al.*, 2003). As explained earlier in Section 2.4, a key problem with the collected data is that it rarely differentiates between teachers’ effectiveness according to the underpinning contextual factors in each classroom. Consequently, the strategy of holding post-observation conferences is advocated to enable an interactive dialogue between teachers and evaluators, and as a means of providing explanations for the observable teaching practices (Blase & Blase, 2000).

In a hierarchical educational system, administrators are accountable for processing feedback (Santiago & Benavides, 2009), with teachers’ performance usually maintained at the ‘expectation or standard regarding the effectiveness’ of their evaluators (Acquah, 2013, p. 2). In addition, because personal career decisions will be based on the evaluators’ views and

observations, the effectiveness of these conferences as a way of improving teachers professionally is critiqued (Coe, 1998; Murphy, 2013).

In order to address accountability purposes, there is generally an inclusion of the summative approach in most national TE policies, and this is consistent for the majority of countries operating TE systems (Santiago & Benavides, 2009). The mechanism can vary significantly according to the level of teachers' participation, and its impact on teachers' practices and personal career, as will be explained in the next section (OECD, 2009a).

2.9.1 *Summative teacher evaluation*

The summative assessment, which is a key method for ensuring accountability within the TE process, aims 'to ensure that only effective teachers continue in the classroom' (Iwanicki, 1990, p. 159). In spite of the limitations, it is included within most national TE policies, as it is considered a major tool for accomplishing organisational aims (Larsen, 2005; OECD, 2009a). Assessment usually takes place on a yearly basis to ensure that teaching quality is aligned to certain pre-set standards (Middlewood & Cardno, 2001; Day, 2004; Danielson & McGreal, 2000; Matthews, 2006).

Within this approach, the evaluators are the main players, as they ultimately observe, evaluate, document, and discuss the results with the observed teachers. The consequences can have a considerable effect on the teacher's personal career, including impacting on tenure, promotion, dismissal, sanctions and proposals for PD training (Addison & Brundrett, 2008; OECD, 2009a). These crucial decisions are based on the TE policy and determine whether the result of summative reports is linked to high stake decisions or whether further action is dependent upon the evaluators themselves, and how they act with their respective authorities (Fletcher, 2001; Cardno, 2001).

Empirically, researchers of the 'Widget Effect' claimed that the TE mechanism in four US states, Arkansas, Colorado, Illinois and Ohio, failed to differentiate between teachers' performance, as 'all teachers [were] rated good or great', and '73% of teachers surveyed stated that their most recent evaluation did not identify any development areas' (Weisberg, *et al.*, 2009, p. 6). Hancock and Settle (1990, p. 9) considered managers to have 'the most serious resistance to appraisal systems', particularly if they are unwilling to criticise teachers due to collegial relations, lack of experience or apprehension regarding their own ability to make sound evaluations.

A paradoxical debate on the impact of summative evaluation on teachers' practices has ensued. From one perspective, it is largely considered as a mechanism for controlling teachers' practices, whereas some research findings indicate that teachers become more accountable to their students than to others, whilst also showing indications that their commitment and resilience may vary according to their identities (Day & Gu, 2010). There is a consensus that summative evaluation is rarely linked to PD purposes. As the NEA (2015a, p. 6) indicates, summative evaluations are 'demonstrations that do not allow for adaptations to meet individual situations'. In contrast, theoretical evidence suggests that TE policies linked summative evaluation outcomes with schools' improvement plans for teachers and, in particular, for underperforming teachers in Ontario, England and Chile (Santiago & Benavides, 2009; DfE, 2012b). Conversely, empirical evidence from large-scale studies in the US (NPE, 2016), and a small case study in the UK (Bartlett, 1996; Ball, 2003), showed that teachers believe that the consequences of evaluations have a limited influence on their professional development needs, but it curtailed their autonomy and was generally cumbersome. Formative evaluations are often proposed as a positive way of providing PD, as will be explained in the coming sections.

2.10 Professional Development and Teaching Enhancement

While the OECD defines PD as the 'activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher' (OECD, 2009b, p. 49), Duke and Stiggins (1990, p. 117) focus their understanding on underperforming teachers and define it as, 'processes by which minimally competent teachers achieve higher levels of professional competence and expand their understanding of self, role, context, and career'. Since PD is associated with the notions of 'teacher learning and teacher change' (Garet, *et al.*, 2001, p. 917), it is considered 'a means of attaining the basic goals of the educational endeavour' (European Commission, 2010, p. 19).

Teachers may also be involved in unplanned learning activities with other teachers, superiors, parents, and even pupils, with such vital opportunities flourishing in a collaborative and interactional environment (Towndrow & Tan, 2009; European Commission, 2010). Relevant authorities in developed countries create these opportunities in several settings and often provide them for free including inductions, workshops, conferences, seminars, qualification programmes and professional networks. However, economic crises negatively effect government spending on PD programmes in most countries (European Commission, 2012).

Conversely, a study of the OECD in 23 countries revealed that 42% of the participating teachers indicated that PD activities did not meet their professional needs and that they were not satisfied with the content of self-sponsorship (OECD, 2009b). In order to attain effective PD activities, the programmes that Eraut (1995, p. 625) listed emphasised three main points:

‘prior recognition of PD needs to be considered, perhaps as a result of appraisal; agreement that engaging in a particular activity will provide a learning opportunity relevant to that need; and planning for an experiential learning cycle of setting targets, providing support, self-evaluation, and feedback from others.’

Similarly, these elements may describe effective TE mechanisms, which include identification of learning needs, provision of PD opportunities and teacher empowerment. It has been shown that certain policies of TE, per se, concentrate more on administrative aspects rather than performance enhancement (Reynolds, *et al.*, 2003; Ramirez, *et al.*, 2011). As a result, ‘proponents of greater teacher autonomy’ consider TE as a bureaucratic mechanism, which is pursued to highlight deficiencies rather than improving teachers’ practices (Rajput & Walia, 1998, p. 141). An evaluation of the effectiveness of TE policy is crucial to eliminate any deficiencies. Otherwise, teachers will see it as negatively affecting the completion of their curricular activities and eating into their own teaching time (Wragg, *et al.*, 1996; Danielson & McGreal, 2000).

Since the quality of TE design is intrinsically linked to the quality of PD experience, there is a need to resolve any mismatch between the intentions of the legislation and the impact on stakeholders’ practices. This is exemplified by the Professional Development and Appraisal System (PDAS) (2005) in Texas, where the stated TE purpose was, ‘to improve student performance through the professional development’. Only 36% of the participants in a large-scale study in Texas believed that PDAS attained the stated purpose of professional development, especially since some evaluators’ practices focused on surveillance and judgment (Robinson, 2009). In a similar case, using a large scale random study in Colorado, Ramirez, *et al.* (2011, p. 98) concluded that administrators concentrate on evaluating teachers to accomplish the ‘bureaucratic demands’ of completing the task mechanistically within a certain time, regardless of the context.

Critical realist theory facilitates an understanding of the dualism of TE structure and teacher agency (Section 2.6), and diagnoses the causal power and control over teacher practices (Section 2.7) (Sayer, 1992; Archer, 2003; Porpora, 2015). Consequently, the CR paradigm

has been adopted in recent studies to investigate both the cultural and structural aspects exerting power and control and affecting the potential change in teachers (Brown, 2012; Tao, 2013; Reid, 2014). It is argued that formative evaluation may provide learning and thus improve teaching practices when it provides sufficient time for reflection and action to activate teachers' professional agency (Toom, *et al.*, 2015; Biesta, *et al.*, 2015).

2.10.1 *Formative teacher evaluation*

There is a lack of consensus in terms of providing a precise definition for the term 'formative teacher evaluation'. This is because it encompasses various activities aimed at improving performance on an on-going basis. Isore (2009, p. 7) defined formative evaluation as 'a qualitative appraisal on the teacher's current practice, aimed at identifying strengths and weaknesses and providing adequate professional development opportunities', without having to specify any activities. Additionally, Sergiovanni & Starratt (2002) considered formative evaluation to be the focus of a clinical supervision cycle, where a supervisor is involved in mutual planning and discussion with teachers when conducting classroom observations. The data that is collected is used to improve teachers' pedagogical skills, rather than judging their performance.

In contrast, Dimmock and Walker (2005, p. 146) considered the clinical supervision model to be somewhat similar to the traditional appraisal model. The differences between the two scholarly perspectives lie in the number of appraisal cycles for clinical supervision, with frequent cycles being indicative of formative intentions, while less frequent cycles are associated with summative forms of evaluation.

There is, however, scepticism regarding the effectiveness of formative evaluation when it is conducted by formal evaluators. This is because teachers may be reluctant to engage in open discussions over their weaknesses, as indicated earlier in Section 2.7. Another issue is that, 'principals often lack specific content-area or grade-level expertise matched' to those they are evaluating, which would be necessary to provide relevant constructive feedback (Stiggins, 2014). There is, then, a greater emphasis on self-evaluation, peer-review, and reflection as a key means for formative evaluation (Barber, 1990, p. 216). However, a lack of collaboration, and prevalence of the traditional policy of teaching 'behind close doors', can hinder the potential opportunities for improvement (Muijs & Reynolds, 2011, p. 197). The following section will highlight the characteristics of effective TE.

2.11 Effective Teacher Evaluation

Numerous studies have concluded that effective TE contributes to teachers' PD, where teachers are provided with supportive and professional feedback (Zhang & Ng, 2011; Delvaux, *et al.*, 2013; Bush & Middlewood, 2013; Hargreaves & Braun, 2013). However, while supervisors and principals are responsible for providing teachers with PD opportunities, teachers themselves should actively contribute to the process. In so doing, teachers,

‘...alone, and with others, [they] review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practices with children...’ (Day, 1999, p. 4).

From a critical realist perspective, multi-dimensional factors influence teachers' professional agency. The external structural, and cultural factors, and the internal personal factors shape a teacher's identity (i.e. beliefs, attitude, skills, and knowledge) (Priestley, *et al.*, 2012b).

However, TE structure includes pivotal entities (i.e. teachers standards, incentives, feedback, evaluators positions), which may enable, or constrain, teachers agency (O'Mahoney & Vincent, 2014).

A crucial point for policy-makers and evaluators is the need to take into account the differentiation in teachers' effectiveness, according to the underlying factors (Figure 2.1). In a complex and changeable educational context, there is a role for effective TE that incorporates various evaluation methods, involves evaluators with expertise regarding subject, pupil stage and age, and also evaluates the teachers a number of times and in various contexts (Kimball & Milanowski, 2009; Delvaux, *et al.*, 2013).

Most of the existing studies reviewed in this area rely heavily upon observed teacher evaluation practices within schools. As a result, they overlook analysis of the conceptual framework underpinning the TE approach within these contexts (Tuytens & Devos, 2011; Zhang & Ng, 2011; Delvaux, *et al.*, 2013), which will, in turn, be influenced by cultural and economic dimensions of the context (Dimmock & Walker, 2005). In contrast, the present study aims to provide an in-depth investigation of the contextual factors affecting TE in Kuwait, detailed in Section 3.4, as well as provide a documentary analysis of the 2012 TE policy, outlined in Section 5.4.

The next section will focus on TE feedback, evaluators and outcomes, based on the research findings and scholarly opinions, while the theoretical basis and the rationale for focusing on these elements is given in Section 4.11.

2.12 Teacher Evaluation Feedback

Teacher evaluation studies indicate that classroom observation is the most formal and popular method for use in TE practices (Taylor & Tyler, 2011; Darling-Hammond, *et al.*, 2011).

Formal observations typically comprise of two meetings; the pre and post observation conferences. It is during the post observation conference that teachers receive the evaluators' feedback on their practices and classroom performance. In addition, teachers in their day-to-day interactions will also receive informal feedback from others, including peers and parents. The OECD (2009a, p. 9) provides an operational definition⁷ that encompasses the formal and informal types of feedback:

‘The reporting of the results of a review of your work (however formal or informal that review has been) back to the teacher, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).’

TE researchers correlate the frequency of reviews or feedback with its stated purposes; that is, frequent and on-going feedback is associated with a teacher's PD, whereas the written summative feedback that teachers receive at the end of the evaluation cycles, normally once or twice within the school academic year, is to complete necessary administrative processes (Firestone, 2014; Danielson & McGreal, 2000; NEA, 2015a).

The range of TE reviews, as well as their frequency, is affected at the macro level, often as a result of economic factors that determine the budgets allocated to organisations and schools (Dimmock, 2007). This can influence the number of formal supervisors appointed and their positions. In turn, this determines the number of TEs that take place and the time spent in communication and discussion with the teachers (NEA, 2015a). Nevertheless, most countries consider it an investment in improving teachers' practices and for educational improvement in

⁷ Operational definition: ‘The definition of a concept in terms of the operations to be carried out when measuring it’ (Bryman, 2012, p. 714).

general (Firestone, 2014). Even though teachers may receive considerable TE feedback in their schools, a lack of effective TE may lead to a waste of time and effort (Bartlett, 1996).

Another key problem is the causes affecting the quality of feedback when it is based on the evaluators' viewpoints, within a limited time, and upon the observable practices of the teacher. Teachers' effectiveness varies according to the underpinning factors, as explained earlier in Section 2.4 (Campbell, *et al.*, 2004). Classroom observation should not be equivalent to evaluation, as is the current perception of teachers and administrators, because this limits the feedback focus to evaluation instead of improvement (Stronge, 2006).

However, some empirical evidence showed that useful feedback stimulates teachers to improve professionally (Tuytens & Devos, 2011). Recently, more attention has been given to evaluating the processes of TE through teachers' perceptions of the feedback they received. These studies range from large quantitative studies (OECD, 2009a), to case studies (Kimball, 2002; Addison & Brundrett, 2008; Tuytens & Devos, 2011; Zhang & Ng, 2011). The findings of the OECD studies provide extensive descriptions of the TE feedback in terms of frequency, focus and impact on teachers in those countries examined. However, small case studies, using qualitative methods, provide an in depth explanation of the components within TE that stimulate teachers PD. These studies tend to be based on motivational and adult learning theories, with the most cited feedback model coming from Ilgen, *et al.*, (1979), and which is adopted in the present study, as detailed in Section 4.11.2. This model identifies the feedback sources (evaluators), the events that stimulate feedback (classroom observation) and the characteristics of the teachers' effect on the feedback mechanism. Nevertheless, 'feedback can be accepted, modified, or rejected' by teachers, and is not only there to enable a definitive conclusion to be reached on teachers' performance (Hattie & Timperley, 2007, p. 82). Rather, as Hargreaves & Fullan, (2012, p. 103) indicate, collaboration, transparency and a collegiate approach are all features of the 'professional culture', which can significantly increase the frequency and quality of supportive feedback. Therefore, a shift to a decentralised and flexible approach in TE mechanism, peer review and self-evaluation is often made in order to abolish the constraints of power and control on teachers' practices (Fullan, 1993; Harris & Muijs, 2005). An investigation of the feedback within different TE practices is conducted in the next section, which will highlight the potential impact on a teacher's PD.

2.13 Evaluators in Teacher Evaluation

Formal evaluators are normally experienced and committed members of staff. In most OECD countries, principals, or heads of departments in large schools, are responsible for evaluating teachers as they take on the position of assigned line managers (Isore, 2009). As a result, there are instances where their circumstances at work will mandate them to evaluate teachers or provide sessions for which they do not have the necessary expertise. To ensure evaluators overcome any lack of specialism in a particular context, more than one evaluator is often allocated and this can lead to a fairer evaluation (Darling-Hammond, *et al.*, 2011; Firestone, 2014).

However, it can be reasonably argued that experienced evaluators can assess a learning environment as a whole, even if they may lack expertise in the specific discipline or age phase (Danielson & McGreal, 2000). The acknowledgment of teachers' experience, and their engagement in interactive dialogue, can contribute to teachers' PD (Montgomery & Hadfield, 1989; Hannay, *et al.*, 2003; Wragg, *et al.*, 1996; Campbell, *et al.*, 2003). In addition, some studies propose multi-method evaluation approaches (Towndrow & Tan, 2009), and some have already been implemented in national TE policies (Santiago & Benavides, 2009). It is argued that the perspectives of multiple evaluators, official evaluators, peers and teachers themselves, provide a fairer and more developmental evaluation (Rogers & Vegas, 2009). However, this approach is invariably time consuming (Matthews, 2006). It should be noted that little attention has been given to assessing the presence of multi-evaluators within a particular context. That is true for this research, where the investigation centres on teachers' perceptions in Kuwait with regards to having three evaluators, and the content of the feedback that they receive from each of them. This may illuminate the causal power that constrains, or enables, teacher PD, as previously detailed in Section 2.7.

Evaluating teachers is predominantly seen as an 'administrative function' (Danielson, 2006, p. 82), where head teachers and supervisors are the main players, particularly in authoritarian educational systems. Some TE studies provide evidence that suggest the implementation of an instructional leadership to TE approach would provide teachers with more supportive feedback (Blase & Blase, 2000). However, much of the evidence identified for teachers' learning and improvement occurs during informal interactions with their peers (Middlewood, 1997, p. 189), such as the Peer Assistance and Review (PAR) in Toledo, where teachers indicated that 'honest feedback on their performance' is received from 'consulting teachers' outside the school TE parameters. This process has been associated with improving teacher retention (Marshall, 2009, p. 169). It is clear that the evaluators' position and the feedback

they provide for teachers have a significant impact on teachers' PD, their accountability and commitment. The next section addresses the impact on teachers' practices and personal careers in schools.

2.14 Impact of Teacher Evaluation

The outcome of effective TE affects all parties, including administrators, teachers and pupils (Moreland, 2009). For this present study, the focus is specifically on the impact of TE outcomes on teachers' learning and motivation, where such outcomes can affect the teachers' practices and personal careers (Coe, 1998; Stronge, 2006). This can be true for both short term and long term goals. For example, by providing feedback on specific subject content, the teacher may be helped in the short term by assisting in the planning and delivery of more effective lessons in the future (OECD, 2009a). As for the long term, there may be positive impacts on, for example, overall job satisfaction (*ibid.*).

Various factors may influence teachers' job satisfaction in schools, including their personal values, preferences, characteristics and background (Knowles, *et al.*, 2012). The present study focuses on whether the outcomes arising from the mechanism of TE in Kuwaiti primary schools can contribute to teachers' job satisfaction.

Job satisfaction and motivation have been theoretically and empirically linked (Thierry, 1998; Bush & Middlewood, 2013). Locke (1991) selected the most influential motivational terms and prioritised them as needs, values, goals, performance, rewards and satisfaction. This suggests that effective TE mechanisms should fulfil teachers' needs and values in order for them to improve professionally, as well as providing them with genuine opportunities to set goals, and be recognised and rewarded for good performance. The outcomes of summative evaluation can have an effect on a teacher's personal career, and may indirectly influence their motivation and learning (Kolbe & Strunk, 2012).

Intrinsic rewards can also be highly motivating and contribute towards personal growth, as well as the development of teaching practices (Herzberg, 1964, cited in Ellis, 1984), albeit with long term implications (West-Burnham, 2001). When organisations fail to acknowledge these intrinsic factors, greater value may be placed on extrinsic monetary rewards, with consequences for cost-effectiveness. As Addison & Brundrett (2008, p. 81) explain, 'in an era of heightened performativity', pay-related performance (PRP) may be associated with the accomplishment of standards.

Further empirical research into this area does throw up some paradoxical findings. Liu and Teddlie (2003) criticised the teacher evaluation system that was implemented in China prior to 2001, where the emphasis was on pay and promotions rather than professional development. In contrast, other researchers note the significance of remuneration policies and opportunities for regular pay rises or bonuses, which subsequently influences teachers' job stability and satisfaction (Bush & Middlewood, 2013).

Although there is a lack of consensus as to whether motivational factors may contribute individually or as a whole (Evans, 1998), there does appear to be a consensus that TE feedback has an impact on teacher practices. More specifically, the frequency and quality of feedback is regarded as important factors that influence teacher learning and motivation, to such an extent that certain practices are changed or reinforced (Baker & Buckley, 1996; Coe, 1998; Day, 1999). There is, however, limited research examining the real improvement in practices, and whether teachers actually use the feedback they receive in their respective classes or not, and whether any change in practice is short term only or evident over the long term (Tuytens & Devos, 2011; Bush & Middlewood, 2013).

In the present study, expectancy theory has been used to investigate the outcomes of the TE process, as it considers 'each person a unique individual and what guides his actual choices and actions are his values' (Locke, 1991, p. 297). The rationale for such a selection is detailed in Section 4.11.3.

2.15 Teachers' Perceptions of Teacher Evaluation

Generally, teachers consider teaching to be a relatively demanding profession. From a sample taken of over 70,000 teachers registered with the General Teaching Council for England in 2002, approximately 56% of the teachers responding to a survey indicated that workload was the 'greatest demotivating factor in their work', while 39% chose initiative overload (General Teaching Council, 2002 cited in Day & Gu, 2010, p. 186). Reyes & Imber (1992) also found that teachers with, what they perceive to be, unfair workloads tend to have lower job satisfaction and are more likely to underperform.

Researchers and policy makers should be interested in teachers' perceptions to ensure their voices are heard (Cremin, 2008, p. 231). They should seek to explore the deficiencies in the teacher evaluation process, so that TE can act as a means of support for teachers and not be a further burden added to an already heavy workload (Zhang & Huang, 2011; Bush &

Middlewood, 2013). Examining teachers' workloads as an independent variable may provide valuable data in terms of its relation to teachers' perceptions of TE, feedback and job satisfaction (OECD, 2009a; OECD, 2013).

While the OECD study (2009a, p. 138) revealed that teachers' perceptions of the TE process were positive, the research also revealed that a large percentage of teachers did not receive any appraisal or feedback. This included 55% of teachers in Italy, 46% in Spain, 26% in Portugal and, finally, 26% in Ireland. No definitive explanation was provided for these results, with only an indication that all these countries have either a low level of external school evaluation, or none at all in the case of Italy.

There was no significant relationship between the frequency of feedback that is provided for teachers and their number of years in teaching (OECD, 2009a). Newly appointed teachers were expected to either receive no feedback, or to be given regular feedback, such as when teachers are involved in formal induction programmes. A follow-up investigation of TE policy within each context is crucial to provide a coherent explanation of the quantitative OECD findings.

2.16 Summary

This chapter has critically reviewed the concepts of teachers' effectiveness and evaluation, based on the CR stratified ontological assumptions. It facilitates an understanding of the reality of teacher effectiveness (Figure 2.1), which takes into account the underpinning structural, cultural and individual factors (Bhaskar, 1993; Archer, 2003). It shares some elements of the distinct work by Campbell, *et al.*, (2003) in differentiating teacher effectiveness. The chapter includes a critique of current TE practices; scoping teacher effectiveness into TE standards models; identified considerable concern about TE based on limited observable pedagogical practices and concerns about limited educational goals particularly in Literacy, Maths, and Science. Addressing TE from a CR perspective, as is done in this thesis, helps to fill the gap in the literature. It is concerned with the holistic reality of teacher effectiveness, and it provides a nuanced understanding of the dualism of TE structures and teacher agency. It also highlights the components of TE structures, including rules, resources, incentives, evaluators' positions and their expertise that may constrain, or enable, teacher agency. The literature also confirms that various TE programmes exert wide-ranging levels of control and pressure on teachers. It provides examples from developed countries, such as the UK and USA, and in Kuwait (Section 2.7). The discussion highlights that the most

crucial feature for effective TE is enabling teacher agency, and that tactics such as peer review and self-evaluation approaches are effective in this respect. In addition, quality evaluations provide teachers with constructive, context relevant, feedback. Consequently, it would seem clear that an effective strategy would be the promotion of teachers' engagement in constructive dialogue with evaluators. However, this research is limited to an investigation of the causal power within the TE structure and those internal personal factors that shape a teacher's identity including, beliefs, attitude, skills, knowledge, that are significant in any changes proposed to enable and promote improvement (Priestley, *et al.*, 2012b).

Chapter Three: Setting the Scene

3.1 Introduction

Based on a critical realist paradigm, this research investigated the TE process in Kuwaiti primary schools. The project also involved a comparative documentary analysis of the current policies of TE regulations in both Kuwait and England (Section 5.4).

Cultural and economic factors are considered significant elements in comparative education and TE research (Campbell, *et al.*, 2003; Bray, *et al.*, 2007). The current chapter focuses on the contextual aspects in both Kuwait and England. It investigates the cultural factors underpinning the policy and practices of TE in each context, the shared values and the economic factors and their impact, as well as an insight into the process of TE in primary schools. Finally, the chapter provides a review of previous studies carried out to examine teachers' perceptions on TE in each country.

3.2 Cultural Factors in Comparative Teacher Evaluation Contexts

In comparative studies it is important to investigate the historical, political, economic and social contexts surrounding educational policies (Phillips & Schweisfurth, 2010). Kandel (1933 cited in Bray, 2007, p. 38) points out that:

‘The chief value of a comparative approach to such problems lies in an analysis of the causes which have produced them, in a comparison of differences between the various systems and the reasons underlying them, and, finally, in a study of the solutions attempted.’

Few studies have focussed on the factors affecting the process of TE in any given country (Dimmock & Walker, 2005). Middlewood and Cardno (2001), discuss cultural factors in terms of the social attitudes towards the teaching profession, the relationship between teachers and students' parents, and the amount of trust placed in the teacher. The authors consider how well the voice of teachers is heard, often through teacher unions, their activities in the community and interaction with the policy applied in TE.

All of these factors may have a direct or indirect impact on the process of evaluating teachers' effectiveness. Dimmock and Walker (2005, p.158) also discuss cultural factors, but from a broader east-west perspective, noting that the norms prevailing in the interaction between

individuals in any given society have an impact on the achievement of the objectives of the TE process in schools. They also posit that western societies are more inclined towards the adoption of disclosure and honesty in the evaluation process, as the focus is on performance. In the Chinese context, on the other hand, the focus is on ‘saving face’ and taking into account people’s feelings and social relationships rather than performance itself. Evidently, making generalisations about a particular society is not an easy task, but it encourages practitioners to work towards ‘developing culturally sensitive approaches to teacher appraisal’ (*ibid.*), rather than merely reproducing TE systems from developed western countries.

Wider economic factors are considered to be the driving force behind several educational policies imposed by countries, including the policy of TE (Larsen, 2005; Day & Gu, 2010) In fact, politicians consider the process of TE to be an extremely important means to raise the level of student performance. This factor, along with its impact on the design of TE policies, is addressed in detail in Section 5.2.

As mentioned above, cultural and economic factors are important elements of comparative education and TE research (Middlewood & Cardno, 2001; Dimmock & Walker, 2005; Day & Gu, 2010). As such, these factors will be addressed in the following section for both the Kuwaiti and the English contexts, in terms of their influences on the organisational structure and human agency in the educational field, as illustrated in the Venn diagram in Figure 3.1.

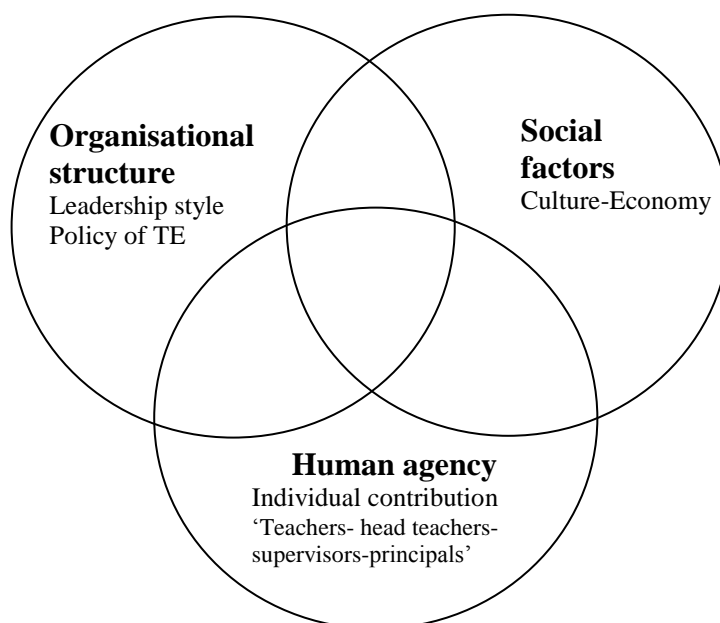


Figure 3.1: Intersection of social factors, organisational structure and human agency within a context.

3.3 Cultural Values in the Context of Teacher Evaluation

Teacher effectiveness is largely influenced by a number of prevalent values and beliefs among individuals, whereby teachers' and evaluators' roles 'are interdependent and complementary' (Johnson & Johnson, 1995, p. 112). This has created a sub-culture that is influenced by national culture and vice versa. A culture and its sub-cultures 'have implications for teachers' work and PD opportunities' (Day, 1999, p. 78), which has led researchers to explore the factors underpinning educational systems, such as in Asia-Pacific countries (Cheong, 2000).

Culture is built on the norms, values, assumptions, and beliefs of a group of people which are translated into behaviours and practices. Within a Muslim society, it is an acceptable practice for a Muslim teacher to take a short break to pray. In a non-Muslim society, on the other hand, this might be criticised, considered to negatively affect work performance or considered to be unfair, as it is taken 'at the expense of others' time' if the teacher was working (Bush & Middlewood, 2013, p. 97). Thus, 'events and behaviours are interpreted using cultural norms' (Bush, 1998, p. 34).

It has been shown that 'norms define general expectations for everyone', be it in the classroom, department, school or community (Johnson & Johnson, 1995, p. 113). Social norms are based in the unconscious and in deeply held beliefs about what is right and wrong. This could be rooted in a certain faith, religion, theory, policy and even shared or personal perceptions (*ibid.*). As such, these stimuli can potentially influence teachers' learning and motivation (Bush & Middlewood, 2013).

The present study focuses on two cultural levels: first, the organisational culture which disseminates values in schools. In Kuwait, the Ministry of Education (MoE) mandates a policy of TE in all primary state schools. The conceptual framework for the current TE policy is detailed in Section 5.4. Teachers' and evaluators' practices are shaped according to this policy, which will, thus, over time, increasingly instil values and beliefs (Al-Khayat & Dyab, 1996). Teachers, on the other hand, become mere recipients, gradually becoming accustomed to passive behaviours, except for those teachers with strong personal values who may argue with their evaluators (Al-Yaseen, 2007). These practices affect the quality of 'interpersonal relationships' and 'learning experiences' (Hopkins, 2001). Based on the findings of this research, some values and visions have been inferred from teachers' and supervisors' perceptions (Sections 8.8-9).

However, Bush and Middlewood (2013, p. 53), highlighted that organisational culture is deeply entrenched in informal 'beliefs, values and ideology' that underpin individual, or

group, practices and behaviours. Thus, the following section investigates cultural factors at the national level for both the Kuwaiti and the English context. It explores the shared values and beliefs within the teaching community, and the economic factors that shape culture. The section also reviews TE process in primary schools and the prior research on TE.

3.4 Contextual Features of Kuwait

3.4.1 *Islamic values and beliefs*

Kuwait is a constitutional monarchy. The second article of its constitution states that ‘The religion of the State is Islam and Islamic Sharia shall be a main source of legislation’ (KNA, 1962). Muslims form 67.7% of the total population, and most teachers, whether Kuwaiti or non-Kuwaiti, are Muslim. The research sample in the present study is homogeneous in terms of religion. Islamic values and beliefs are influential factors on Kuwaiti culture and it is, thus, necessary to consider them. There are two main sources of legislation, the Quran and the Sunnah. The Quran contains the words of Allah (SWT) and the Sunnah details the practices of the Prophet Muhammad, peace be upon him (Al-Munajjid, 2015).

Together, the Quran and the Sunnah suggest a range of values that a Muslim should adhere to in life. According to Ahmad & Owoyemi (2012), the current work values are mostly derived from western cultures. Even though a number of religious and ethnic communities, including Islamic traditions, have attained affluence and substantial economic growth in their history, they have had little influence on the debates on work values and views. The Islamic take on work and morals has either been misinterpreted or largely overlooked in terms of organisation literature (Azharisyah & Nor, 2013).

The Holy Quran urges workers to be committed and to be faithful when entering contractual agreements: ‘O you who believe! Fulfil (your) obligations (Qur'an, 6: p.141). In another verse, Muslims are described as trustworthy and as keepers of their covenants: ‘and those who are faithfully true to their *Amana* (trusts) and to their covenants’, which is one of seven characteristics depicting true believers (Qur'an, 18: p.455). Furthermore, Islam forbids all practices that would cause harm or negatively affect workers, as expressed by the rule, ‘There should be neither harm nor malice (reciprocated harm)’ (Sunnah, 2015, p. 1).

As for TE, the concepts of knowledge, teaching and learning are given special attention in Islam, as shown in many verses in the Holy Quran, with some verses elevating the status of teachers, while others motivating people to seek knowledge. For example, Allah (SWT) says:

‘Allah will exalt in degree those of you who believe, and those who have been granted knowledge’ (Qur'an, 28: p.747). The Prophet Muhammad (peace be upon him) says: ‘He does not belong to my *Ummah* (community) who does not honour our elders, show compassion to our young ones, and pay due respect to our scholars’ (Al-hashimi, 1993, p. 249).

Thus, in Kuwaiti society, it is important to safeguard teachers’ rights and to ensure that the prominence and importance of teachers’ roles in society are taken into account. In the meantime, the teacher should show dedication at work, since Islam associates work with worship. Islam focuses on motivation of the individual. It assumes two factors that influence human behaviour, namely the ‘inner human body’ (spirit and faith) and the ‘outer human body’ (physical and material needs). This is expressed by the following statement from The Prophet Muhammad (peace be upon him): ‘Remember, there is a lump of meat in your body. If it is good, all the body will remain intact; however, if it is bad, all of human body will be affected. Lo! It is the heart’ (Ahmad & Owoyemi, 2012, p. 117).

Although it could be argued that religious values provide a solid foundation in the working environment, teachings are not always applied appropriately, even in Arab communities who consider themselves to be role models for Islam (AL-Gousi, 2009; Ahmad & Owoyemi, 2012; Jaafara, *et al.*, 2012). Religious values may well serve the best interests of the teachers, but these concepts need to be applied within the policies of TE.

3.4.2 *Economic context*

Kuwait is located in the north-west of the Arabian Gulf. It has undergone a number of security challenges in its history, culminating in the Iraqi invasion on 2 August, 1990. In addition, the country received several threats from neighbouring Iran, which prompted the Arab Gulf states to enter into a joint cooperation (Cordesman, 1997). Kuwait’s strong relationship with Saudi Arabia is an important source of stability and security for the country. This was highlighted in their joint agreement, which has been active since 1922 (*ibid.*).

As far as economic challenges are concerned, the Kuwaiti government is largely reliant on oil as its primary source of income. The country is considering ways to stabilise and diversify the economy, which will allow future generations to continue developing in a constantly changing world. To respond to, and overcome, economic challenges, the Kuwaiti government has initiated reform policies. In line with these policies, the MoE has strived to invest in

human resources. In the long run, these policies will have to meet a number of objectives (MoE, 2008, p. 5), including:

‘Providing effective learning systems; enhancing the social status of teachers and their professional development in order to improve their job satisfaction; Supporting schools’ administrative independence.’

Despite the economic challenges facing the country, the MoE has responded positively to the Kuwaiti Teachers’ Association’s requests to increase teachers’ salaries and benefits in keeping with their workload and responsibilities. Thus, the Civil Service Council issued Law No. 28 on 27 March, 2011 to raise teachers’ salaries, costing the Kuwaiti government 130 million Kuwaiti dinars (KNA, 2009).

The total expenditure on education in the State of Kuwait between the academic year 1997-98 and the academic year 2006-2007 increased by 73.6%. It should be noted that spending on education accounts for almost 9% of the state budget in Kuwait (UNESCO, 2011). As is the case in most countries, teacher salaries can amount to as much as 80% of the MoE’s budget. The remaining percentage is allocated for other educational needs, such as equipment, furniture and maintenance, and other services.

In 2005-2006, spending on education accounted for 13.3% of the total government budget in Kuwait. This is similar to the mean expenditure of 13.6% in member states of the OECD (KNA, 2009). In his address for the opening ceremony of the National Conference for Education on 17 February, 2008, the current President of Kuwait, Sheikh Sabah Al-Ahmed Al-Sabah, urged decision makers to review the educational process and to improve the educational system. He said:

‘I encourage you to review Kuwait educational progress and avoid negativity in order to build a clear learning strategy based on specific executive programs. Also it is important to avail from the developed nations’ experiences that harmonised with our national needs’ (Al-Diawan AL-Amiri, 2008).

The Kuwaiti government’s endorsement and promotion of studying abroad is an example of human investment. Recent investment has also taken the form of comparative studies by Kuwaiti scholars, which are provided in Table 4.6. These studies have provided a tangible opportunity for the development and improvement in various fields. In addition, Kuwait is one of the first Arab countries to participate in the global comparative testing survey, TIMSS

(Hussein, 1992). However, Kuwaiti students tend to underachieve in Maths and Science subjects (Plomp, 1998). In the 2011 TIMSS for grade four, Kuwait scored 347 in Science and 342 in Maths, compared to an OECD average of 500 (NCED, 2011). These international test data offered a strong motivation to prompt Kuwaiti policy makers and educationists to review their plans (Alhashem & Alkandari, 2015).

3.4.3 *Teacher evaluation in primary schools*

Formal education in Kuwait took off with the establishment of Al-Mubarakiya School in 1911 and Al-Ahmadiya in 1921 (MoE, 2015a). The number of schools has increased since then as a result of the surging public demand for education. In 1965, the Kuwaiti government passed the Mandatory Education Act No. 11, according to which children have to attend school from the beginning of the primary stage, at age six, until the end of the intermediate stage, age 14 (KNA, 1962).

At the beginning of the educational reform, the Kuwaiti government recruited teachers from Palestine and Egypt. However, due to the expansion of educational projects, such as the establishment of the University of Kuwait in 1966, and the launch of the Public Authority for Applied Education and Training in 1982, the majority of today's teachers are graduates from the University of Kuwait, or from other colleges, in particular, the School of Science and the School of Basic Education, which fall under the Public Authority for Applied Education and Training (UNESCO, 2011). The School of Education at the University of Kuwait provides graduate programs, but only for Master's Degrees or educational diplomas. PhD programs are still currently not offered. Thus, students have to go abroad to Arab and other foreign universities to study educational disciplines to PhD level.

Initially, both primary and intermediate education took four years. In 2003, Ministerial Decree 76 was issued, which increased primary education to five years. The intermediate phase remained four years and the secondary school phase became three years. The decree began to be applied during the academic year 2004-2005. The educational ladder also included an optional kindergarten stage (two levels). In primary school, the curriculum includes the following subjects: Islamic Education, Arabic, English, Social Studies, Maths, Sciences, Art Education, Physical Education and Music (UNESCO, 2011).

Primary education: weekly lesson timetable

Subject	Number of weekly periods in each grade			
	I	II	III	IV
Islamic education	4	4	4	4
Arabic language	10	10	9	9
English language	4	4	4	4
Science	2	2	3	3
Mathematics	5	5	4	4
Social studies	—	—	—	2
Physical education	3	3	3	2
Fine arts	3	3	3	2
Music	1	1	2	2
Total weekly periods	32	32	32	32

Source: Information provided by the Gulf Arab States Educational Research Center (GASERC), November 2004. Each teaching period lasts 45 minutes.

Table 3.1: Primary Education weekly lessons timetable

It can be noted from Table 3.1 above that the fifth grade was not included before 2004. It also shows that the number of school hours for students in Kuwait is 32 per week, which is relatively high when compared with the examples from other countries. Finland, for example, has 24 lessons per week, starting with 19 hours per week for the first year in primary schools. In Kuwait, the number of lessons was reduced to 30 per week in the school year 2015/2016. Due to the fact that each subject requires a specialist teacher, the burden is distributed between all teachers and the teacher has a maximum of four or five sessions a day (Al-Mutawa & Al Watfa, 2007).

It should be noted that there are two main types of schools in Kuwait; namely, state and private schools. According to Al-Mutawa and Al Watfa, (2007, p. 4) ‘state schools in Kuwait are those affiliated to the MoE in terms of funding, management and supervision, while ensuring the application of the Ministry’s policies.’ These are often known as governmental schools if one adopts the literal translation of the Arabic concept used in Kuwait.

All teachers in state schools are subject to the same policies, regardless of their specialisation or academic level at which they teach. To control the variables in the current research, the study has been confined to teachers working in state primary schools. However, this focus is not meant to diminish the importance of the role of the three types of private schools, Arabic, international, and colony schools, that continue to expand in Kuwait.

An Arabic school refers to a school where education is limited to members of the Arab community. In such schools, the prescribed curriculum is the same as in state schools.

International schools are schools created to follow a European curriculum or foreign programs, such as English, American and French programs (UNESCO, 2011). Lastly, colony schools implement non-Arab and non-European programs, such as Indian, Pakistani or Iranian. Characterised by their administrative and financial independence, private schools might require a separate research study, or a further comparison might be undertaken between TE in private and public schools in Kuwait (Al-Mutawa & Al Watfa, 2007).

The most significant reason for parents to enrol their children in an international school was the low performance of teaching staff and administrators in state schools. Al-Mutawa and Al Watfa's findings revealed that parents were particularly concerned about the underperformance of English language teachers, in addition to the constant changes affecting curricular programs with the changes of administrative staff in governmental schools. While these findings reflect only the participants' perceptions and, therefore, cannot be generalised, these points do need to be investigated further. The speed of the changes introduced to curricula in Kuwaiti state schools may have confused the teachers in the performance of their duties (Burney, *et al.*, 2013). Alshammari's (2013) study revealed that teachers faced difficulty in teaching the new science curriculum, with some participants indicating that they had not been trained for the new science curriculum reform and that their views had not been taken into account before the application of the new curriculum in 2008.

The present study addresses TE and focuses in particular on the role of the supervisor (external evaluators). The rationale for the study is detailed in Section 4.5. In the second empirical phase, interviews were conducted with the supervisors, given the importance of their role in TE in Kuwait (detailed in Section 4.11.4). Al-Sane', *et al.*, (2011, p. 24) highlighted the development stages of supervision in Kuwait, as follows:

- 1- 1912-1942: This initial phase involved teachers' self-supervision in the process of teaching.
- 2- 1942-1955: All supervision was undertaken by one person who was responsible for monitoring the entire educational process.
- 3- 1956-1961: This phase involved specialised external supervision whereby a subject specialist would be contracted for each subject matter. The process in this phase was criticised for highlighting teachers' areas of concern as opposed to trying to improve their performance.

- 4- 1961-1974: This phase included the adoption of local supervision by promoting a number of head teachers in each educational level. This phase witnessed the early steps of guidance and supervision as academic concepts.
- 5- 1974-1991: During this phase, specialist supervision was introduced, in which the term ‘inspector’ was replaced by ‘supervisor’. The supervisor’s role included providing guidance for improving teachers’ performance. The post of head supervisor was also introduced in this stage, followed by a group of secondary supervisors.
- 6- 1991 – Present: This phase followed the liberation of Kuwait from Iraqi occupation, with a number of developments emanating from such a drastic event:
 - The emergence of a new mechanism to evaluate supervisors based, not only on personal interviews, but also on written tests and training courses.
 - The adoption of the Performance Evaluation System Resolution No. 461/93, which came into effect in September, 1993 (Al-Khayat & Dyab, 1996).
 - The exclusion of supervisors from the process of TE. However, in 1998-1999, the Minister of Education, Dr. Abdul Aziz Al-Ghanim, enacted Ministerial Order No. 120/98 to ensure supervisors’ return to their respective roles. The decision specified the roles of the supervisor and confirmed their responsibility for evaluating teachers’ effectiveness and suggesting PD.

It is clear that the process of TE has been in place in Kuwait since the beginning of formal schooling. While formal TE began in 1942, during the early educational movement, over time, evaluation has shifted from the general to the specific, with the emergence of key competencies and a need to recruit supervisors with appropriate expertise in each discipline.

The MoE has published a detailed account of the TE process and teachers’ rights and responsibilities on its website. These duties are divided into six major sections, including obligations towards Allah (SWT), the profession, colleagues, learners, parents and the wider community. Among the teachers’ obligations towards Allah (SWT) falls, for example, ‘commitment to agreements and pledges and to bearing one’s responsibilities with honesty and trustworthiness’ (MoE, 2015b, p. 3), which was raised in Section 3.4.1 on religious grounds. Teachers’ rights include fairness of treatment and evaluation, as well as the provision of an adequate working environment, and ensuring that teachers are involved in decision making and can express their opinions.

However, TE studies in Kuwait have revealed certain limitations in ensuring these rights (Al-Khayat & Dyab, 1996; Al-Yaseen, 2007). The availability of information for teachers can potentially help them to improve their performance and develop on both a professional and personal level (Alshammari, 2013). For this purpose, the MoE has been particularly keen on delivering teacher programmes, with one of its overall targets being:

‘The provision of material and human resources and the development of policies to attract qualified personnel in the teaching and technical field, as well as taking initiatives to train and evaluate teachers’ performance in order to ensure the successful investment and guidance of these professionals to serve the education system and promote its noble mission’ (MoE, 2015c, p. 3).

The MoE and the educational district offer a number of training courses, but a review of these ministerial training courses shows that they pertain to promoted positions. As for the districts, only three out of the six districts provide courses, but many of these are administrative courses, dealing with topics such as preparation and organisation skills in relation to the school curriculum, specialised courses for principal assistants, and strategic and school planning (MoE, 2015b).

The Teacher’s Union in Kuwait, Kuwait University and the Public Authority for Applied Education and Training have also played a major role in teachers’ PD. They have held conferences, workshops and training sessions (UNESCO, 2011). Before planning any training opportunities, it is important to identify the actual professional needs of teachers, taking advantage of the recommendations and proposals provided by the evaluators in the summative evaluation report (OECD, 2009a).

3.4.4 Teachers’ perceptions on teacher evaluation

In order to understand the policies and practices of TE in Kuwait, and to unveil whether the mechanism of TE has contributed to teachers’ PD, prior studies are systematically reviewed and discussed. The focus, findings, recommendations and limitations of these studies are identified below.

Rayan (1988) has conducted one of the earliest published studies on TE in Kuwait. He revealed that supervision focussed on detecting shortcomings in teachers’ performance, without providing solutions for the challenges that teachers faced in their daily work. This led to problems in the supervisors’ and teachers’ professional relationships. The study also found

that supervisors were inefficient in their roles. The findings reflect that PD had not yet emerged as a key element of educational supervision and evaluation.

Al-Khayat and Dyab (1996) analysed the answers to a questionnaire distributed to a randomly selected sample of 322 teachers, 133 school principals and 68 supervisors from various school stages. The answers revealed significant differences between teachers' and supervisors' views. Teachers, for instance, objected to the inclusion of a section on offences and penalties in the summative evaluation form. Al-Khayat and Dyab recommended a separation of summative evaluation forms for every school stage, including kindergarten, primary, middle and high school, and for every subject, since the implemented form included general criteria that ignored the differences between these stages.

It should be pointed out that this study was conducted when teachers were given regular access to their reports at the end of each academic year. All teachers had to sign their own reports. Current practice is, instead, that these reports are confidential. The teachers participating in the questionnaire appeared to challenge the objectivity of the evaluation process, as it depended, as they saw it, entirely on the whims of evaluators. Teachers had no say in the decision making with regards to the evaluation process or in the discussion of their performance and overall efficiency, based on that evaluation. Compare this to the first version of the formal TE summative form from 1993, which included a section for self-evaluation by teachers. A teacher thus had the opportunity to report his/her strengths and areas for development in his/her performance. The form also included examples of teachers' effectiveness, such as attending or participating in conferences and seminars, leading teachers to focus on these activities during that period.

It is worth mentioning that teachers were required to write the positives and negatives of their performance in their mid-term report, in late November. However, some teachers did not fill in the 'negatives' section for fear that supervisors would consider this as a shortcoming in their performance and that it would thus have a negative impact on their summative report. The end of the year summative report was released in May, but teachers only had about 15 minutes to access it and they were required to sign the report without being given a chance to discuss the report feedback. Even when available, the feedback was quite limited.

Al-Hamdan and Al-Yacoub (2005) surveyed 159 principals, 32 head teachers and 104 supervisors from all six school districts in the Kuwait, focussing on the evaluators' views. Most respondents stated that the TE process encouraged commitment in the workplace and

participation in PD courses. If the final evaluation were to contain a clause on training courses attended, this could be a motivating factor for teachers to participate in these courses.

The aforementioned studies examined TE and supervision in general for all academic levels. The following two studies, on the other hand, focus on a particular discipline and highlight the impact of evaluators in the PD of teachers. Al-Yaseen (2007) polled 150 intermediate school teachers' perceptions on the influence of English-language supervisors on teachers' PD. He found that only 33% of teachers strongly agreed that being observed in the classroom aided their development, with the majority of teachers feeling stressed as a result of classroom observation. Al-Yaseen recommended that 'teachers must have their ownership over their own classroom practices' (2007, p. 32). A teacher can be motivated to learn and improve professionally by involvement in reflection and self-evaluation, decision making and action research.

Karam (2007) surveyed 602 social studies secondary school teachers and pointed to the limitation of supervisors in providing professional feedback and support when teachers prepared to conduct model lessons, workshops and educational research. Al-Sane' *et al.* (2011) has identified challenges in the supervisors' profession, based on the perceptions of 267 randomly selected supervisors from all specialisms. The researchers proposed a reduction of the supervisors' workload and a restriction of their supervisory tasks according to their academic and practical experience, as well as a review of their salaries. Government Act No. 28 of 2011 mandated a pay raise for supervisors, teachers and principals.

Alqahtani (2015) examined the level of school principals' motivational language in public schools in Kuwait. While teachers reported moderately good motivational language forms, the comparative analysis showed that a school leader's motivating language in all forms affects the public school environment in Kuwait. The researcher recommended training sessions on motivational language for school principals in Kuwait.

Almutairi *et al.* (2015) took a different approach than the previous studies. They investigated the opinions of 599 primary school teachers and heads of departments and asked about their favourite approach to TE. Choosing from observation, student achievement, self-evaluation, peer-evaluation, student evaluation, and portfolios, the participants were in favour of classroom observation, but opposed to student evaluation, with a large majority favouring the use of multi-method approaches in the process.

Emara & Alyaqout (2015) conducted semi-structured interviews with three middle school teachers, one kindergarten teacher, one primary teacher and one secondary teacher from six different areas in Kuwait. The authors specifically examined teachers' awareness of managerial control and concluded that participants had no clear understanding of the management control used in their schools. Moreover, they experienced stress in balancing their teaching and non-teaching tasks. The participants stated that the amount of administrative requirements caused disruptions in their workflow. The study concluded that there was a management problem. Despite the valuable findings from this study, it would perhaps have been more useful if the authors had focussed on one stage, because each stage has its own particularities in terms of student age, curriculum and resources. Focussing on one stage would have made it possible to identify administration-related shortcomings more accurately.

The studies that have been discussed above were limited to local surveys and focused on specific aspects, including supervisors' roles and the challenges that they faced; the form of summative evaluation reports; the teachers' evaluation methods; and the teachers' PD. Thus far, however, there has been little discussion about the current TE policies. In addition, previous research seems to have overlooked the significance of the feedback teachers receive from their evaluators, as well as the impact of TE outcomes on teachers' practices and career.

3.5 Contextual Features of England

3.5.1 *Values in primary education*

English society consists of various ethnicities and races. Despite their differences, they are all considered equal and subject to the same law. However, initially in 'post-war British society' it has not always been easy for immigrants to be accepted (Abercrombie & Warde, 1998). Today, multi-culturalism is a feature of English society and holds challenges for its future. Since 1976, education policy initiatives, including the Plowden Report, have emphasised a child-centred philosophy (Shuayb & O'Donnell, 2008). In 1999, the National Curriculum of Primary Schools included values of diversity, which will be highlighted later in this chapter. However, it was only much later, in 2014, that a non-statutory initiative from the DfE emphasised that state schools have obligations to promote what are considered to be fundamental British values, namely the 'spiritual, moral, cultural, mental and physical development of pupils at the school and of society' (DfE, 2014, p. 4). The government has

increased control through centralisation within the national curriculum, standardisation of student assessment and PRP.

These reforms appear to have negatively affected some teachers and run counter to their values, as indicated in a number of qualitative small-scale research studies (Troman, 2000; Woods & Jeffrey, 2002). While some teachers see the reforms as ‘an opportunity to make a success of themselves, for others it portends inner conflicts, inauthenticity and resistance’ (Ball, 2003, p. 215).

3.5.2 *Economic context*

In the UK, education is considered the second largest component of General Government Final Consumption Expenditure (GGFCE) after healthcare (Baird, *et al.*, 2010, p. 4). The educational sector is funded by taxes, which are utilised to sponsor state-run schools and other educational institutions (Creese & Earley, 1999).

The 2008 global economic crisis forced the UK to decrease spending on all services except the education sector, whose expenditure actually increased by 3.5% more than in 2007 (Ayoubkhani, *et al.*, 2010). In 2012-2013, England spent 23% of total public expenditure on education excluding adults’ and children’s social care (Sibieta, 2015). As in most formal education systems, teachers’ salaries form the largest portion of this expenditure. In its announcement to attract new teachers in England, the DfE stated that:

‘The job satisfaction that comes with a career in teaching is hard to beat, but the rewards don’t end there. As a teacher, you’ll benefit from a competitive starting salary, excellent opportunities for pay rises, and the second largest public sector pension scheme in the country’ (DfE, 2015, p. 1).

In England, the starting salary for a newly qualified teacher is at least £22,244, rising to £27,819 in inner London (DfE, 2013a). However, a study by the OECD (2011) showed that teachers’ salaries in England are less than average when compared with other OECD countries. There are at least 19 countries that currently surpass England in providing lucrative salaries for newly recruited teachers.⁸

The gap is slightly smaller when comparing salaries of teachers with 15 or more years of experience. In those cases, the salary of a teacher in England becomes as high as that of a

⁸ These are: Luxembourg, Germany, Switzerland, Denmark, Spain, the Netherlands, Australia, Canada, USA, Ireland, Finland, Norway, Austria, Belgium, Sweden, Italy, France, New Zealand and Portugal (OECD, 2011).

teacher in Finland and only 16 countries pay more than England (OECD, 2011). In England, there is no difference between teachers' salaries within the various educational levels, as opposed to other countries where teachers' salaries are linked. In these countries, a secondary school teacher receives a far higher salary than their counterpart in the primary education level.

The government has received criticism for discriminating between the two educational levels in terms of pay, as the average school-based expenditure per pupil for primary education is less than that for secondary education, with the difference amounting to £960 per pupil, per year, in the academic year 2006-2007. It should be noted that the success of a student at secondary level is largely dependent on their performance at primary level. Cutting expenditure at the primary level would mean less funds for the recruitment of specialised teachers in the subjects taught at primary level (at the secondary level, specialised teachers are recruited as a matter of course), ultimately harming the students' chances.

However, the OECD's study (2011) revealed that annual primary education expenditure per student in all services in the UK exceeded the average across OECD countries. The UK provides the eighth highest level of spending after Luxembourg, Switzerland, Norway, the United States, Austria, Iceland and Sweden.

In England, much attention is given to students when determining the school budget. A school's budget depends both on the number of students registered at that school and on the type of students registered. Special allowances are made for students with special needs, ethnic minority students and students that come from deprived communities. In addition, there is a lunch grant for schools to provide healthy meals for students. The government has allocated free meals for all Year 1 and Year 2 students since the academic year 2014-2015.

For these reasons, the allocated budget varies between schools, with deprived schools receiving a larger share. This difference in funding reached 17% at the end of 1990s and increased dramatically, to reach 40%, in 2012-2013 (Sibieta, 2015). In order to ensure a fairer system, students' personal data need to be updated constantly and the community's economic status has to be reviewed regularly. This process allows LEAs to construct a holistic approach to the needs of various groups and communities.

Thus head teachers prefer to involve the LEA in the apportionment of the school's budget. Moreover, some head teachers find the responsibility for the budget burdensome and note that it takes time from their own administrative duties. Despite the efforts devoted to support

students, learning outcomes are still noticeably different between privileged and underprivileged children (Alexander, *et al.*, 2010).

Therefore, in a recent white paper entitled ‘The Importance of Teaching’, the government promised that an additional £2.5 billion would be offered to schools attended by disadvantaged children in the academic year 2014–15. The aim of this extra money was to enhance opportunities for the most disadvantaged among young learners. A framework was supposed to be set up to ensure that the money was channelled in the right direction. However, schools received no clarity on how to spend this money (DfE, 2010).

The support provided for all students regardless of their background is a major feature in state primary schools in England. Though indirectly, it still undoubtedly contributes to helping teachers carry out their jobs. It has also been noted that increased spending on primary schools is largely used to provide support for members of staff, especially teaching assistants, whose numbers have gone up considerably between 1996 and 2009. It could be argued that the recruitment of extra support teaching teams is compensation for government guidelines and reform procedures that decreased overtime allowances for head teachers. Due to these policies, support staff numbers have more than doubled in the period spanning from the mid-1990s to the mid-2000s (Baird, *et al.*, 2010).

However, none of these measures reward teachers for their effectiveness. Sibieta (2015) notes that, rather than effectiveness, it is usually the number of years worked that determines the teachers’ pay scale. Although it is possible for schools to adopt some extra payment (bonus) to reward teachers outside the fixed salary scales, these flexible decentralised remuneration approaches are somewhat less utilised in many schools.

In the same vein, in a project commissioned by the Sutton Trust, Murphy (2013) proposed three key reforms that might be used to regulate teachers’ performance and pay schemes. First, TE should enhance results and outcomes in the classroom; second, the reviews should be undertaken by head teachers; and third, external evaluators should be a part of the process. Far less attention should be paid to other factors, including previous qualifications, job experience, or years spent in the teaching profession.

3.5.3 *Teacher evaluation in primary schools*

Primary education in England is the first phase of compulsory education, spanning six or seven years (ages 4/5 to 11). It is divided into two Key Stages. Key Stage 1 covers Year 1 and

2 of primary school (ages 5 to 7) and Key Stage 2 covers Years 3 to 6 (ages 7 to 11) (Riggall & Sharp, 2008, p. 5). Attendance from 5-10 years old had already been made compulsory in England as early as 1880 with the Elementary Education Act (Cummings, 2003, p. 16).

The system as described above has received a lot of criticism in the literature. An independent report funded by the Esmée Fairbairn Foundation was undertaken in 2010 by a group of academics and professionals (Alexander, *et al.*, 2010). This criticism will be addressed in the current section.

Over the last three decades, there have been various policy milestones aimed at reforming teaching and learning in English primary schools (Trowler, 2003; Alexander, *et al.*, 2010). Swinging between centralising and decentralising decisions, these policy milestones have influenced the practices of educational agencies. An obvious centralising policy was the establishment of the National Curriculum in 1988 for the age group 5-16 years in public schools. According to the Education Act, 2002, section 78, the curriculum at schools:

- ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society’, and
- ‘prepares pupils at the school for the opportunities, responsibilities and experiences of later life’ (DfE, 2002, p. 5).

In 1991 and 1995, National SAT exams were introduced for children at Key Stage 1 and 2 respectively in order to ascertain their achievement in certain subjects, including English, Maths and Science. A major criticism of Alexander *et al.* (2010, p. 497), was that they were not in favour of using exam results for evaluating the performance of teachers, head teachers and schools. These exams push teachers and school management to concentrate on the particular aim of preparing children to excel in SAT exams. Consequently, attention to the wider curriculum goals mentioned above is minimised. Moreover, the validity and reliability of these exams is also called into question, since they are ‘based on what can be assessed in time-limited written tests in at most three subjects’ (*ibid.*).

In 2003, the initiative ‘Every Child Matters’ sought to broaden educational goals in order to provide the necessary support for every child to be ‘healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being’ (DfE, 2003, p. 1). During the same year, another proposition, ‘Excellence and Enjoyment: a Strategy for Primary School’, emphasised both raising standards and enjoyment. Nevertheless, some educationists are of the

opinion that standards and assessment appear to take precedence over enjoyment (Alexander, *et al.*, 2010).

One of the latest governmental policies to improve standards includes the encouragement of, and support for, schools to convert to academy status. Schools with exceptional or good feedback on their recent Ofsted inspection reports were allowed to become academies. As academies, they are ‘exempt from following [the] National Curriculum’ and ‘free to set [their] own pay and conditions’ (NSN, 2015, p. 6). According to the DfE, the number of academies was 2,309 in 2012. Indeed, figures on 31 July, 2012, showed that Darlington had the highest number of primary schools (52%) turned academies and that all its state secondary schools had also become academies (DfE, 2013c). Thus, the role of LEAs has changed from one of control and supervision of schools to being more of a potentially supportive and cooperative one. This has eradicated bureaucratic measures and offered schools more scope for freedom and self-sufficiency.

The above policies and initiatives are prescribed by the DfE, which is led by the Secretary of State. The policies are often met with resistance by the National Association of Head Teachers (NAHT), the National Union of Teachers (NUT) and the National Association of Schoolmasters Union of Women Teachers (NASUWT). Government reforms on pay are especially contentious, since they are linked directly to teacher performance, instead of keeping to a nationwide programme (DfE, 2013a).

It appears that the PRP process has been largely decentralized. Each head teacher is practically free to decide remuneration levels and has the authority to offer rewards to the most efficient performers and to prevent those who perform less well from benefiting from yearly pay rises. These significant decisions are based on a TE process, particularly on the summative appraisal reports. However, the NUT (2014, p. 1) sees this procedure as:

‘...an unnecessary and bureaucratic burden. School leaders and governors will find themselves involved in lengthy discussions and time consuming appeals - diverting time away from the key challenges of securing improvements in teaching and learning.’

A study by Atkinson, *et al.*, (2004) on performance-related pay in 18 secondary schools in England (182 teachers and almost 23,000 pupils) provided evidence that, while PRP can increase student achievement by about half a grade per student on average, direct pay incentives lead to better teacher responses. However, their study only considered the effects of PRP on student achievement. While this is the ultimate goal of education, it limits the

assessment of teachers' effectiveness, taking only students' achievement data into account (detailed in Section 2.4).

The other issue pertains to the fact that a limited number of schools adopt measures related to 'year-on-year value added progress for all year groups'. In addition, some classes have more than one teacher, or benefit from the support of teaching assistants. Also, some parents may employ part-time private tutors to improve their children's performance. Conversely, some children may suffer from personal or home problems which may have a negative impact on their academic performance. It is problematic that 'performance is not measured for the majority of the subjects taught.' Moreover, test scores do not consider the fact that a primary school teacher's duties often involve more than only the academic performance of their students (Brown, 2005, p. 475).

Hence, the DfE (2013d, p.1) has published a proposal that highlights factors that can be considered when assessing teachers' performance. This includes a teacher's:

- Impact on pupil progress
- Impact on wider outcomes for pupils
- Contribution to improvements in other areas (e.g. pupils' behaviour or lesson planning)
- Professional and career development.'

The advice also listed a range of sources, 'including self-assessment, lesson observations, and the views of other teachers and of parents and pupils' (DfE, 2013d, p. 1). The DfE issued several documents about this new policy for TE and about the recent scheme of performance-related pay aimed at raising teacher motivation and hence student achievement and performance levels. Middlewood (2001, p.125) notes that although the original goal of England's TE system (as set out in 1990) was to support the PD of teachers, since 2013 it has focussed entirely on accountability by linking the evaluation to performance-related pay.

In a study of 2,000 teachers from England, New Zealand and Australia, it was noted that teachers gain most satisfaction from matters intrinsic to the role of teaching: 'student achievement (...), mastery of professional skills, and feeling part of a collegial, supportive environment' (Dinham & Scott, 2000, p. 389). The major reasons for lack of satisfaction included TE policies and work conditions (e.g. salary, promotion and workload). In addition, the educational changes that introduced new duties and tasks assigned to schools that

increased teaching and administrative burdens were considered to be partially responsible for the lack of satisfaction (*ibid.*).

3.5.4 Teachers' perceptions of teacher evaluation in England

Since one of the aims of the current research is to compare the TE policy in Kuwait to that in England, I provide below a review of significant prior research on the views of teachers in England. MMR studied 265 primary school teachers and 393 secondary school teachers, which Day (1999, p. 19) described as 'the most authoritative study' of its time. Teachers' perceptions revealed that 'school management' is the most common topic of focus during the total TE process, while 'class management' and 'teaching method' were by far the most significant areas of focus during classroom observation. However, only 49% of teachers indicated that TE had an effect on their classroom practices, while almost 70% of teachers reported that they gained personal benefits from the process (Wragg, *et al.*, 1996, p. 61). The research suggested that participants' responses could be affected by the mutual relations between the teacher and appraiser (*ibid.*).

Kyriacou (1995) questioned 40 teachers within one LEA in the north of England and found that they perceived the policy on TE as positive, especially in terms of receiving beneficial and motivating feedback that increased their job satisfaction. However, some of the negative comments concentrated on the 'time-consuming and costly nature of the appraisal process' (Kyriacou, 1995, p. 116).

A further study of evaluators' views of TE within the same LEA produces similar results to the first study. The appraisal process was considered to have a positive impact, but there were concerns about how time consuming it was, and about the fairness of evaluators' judgments on teachers' effectiveness (Kyriacou, 1997). Thus, examining TE on a frequent basis is a prerequisite to ensure its effectiveness (Iwanicki, 1990; Campbell, *et al.*, 2003; Matthews, 2006).

Bartlett (1998) argues that an in-depth analysis of TE should entail an examination of the views of both evaluators and teachers, thus highlighting any conflicting perceptions of TE within a school. Evaluators' views were to a large extent in keeping with Kyriacou's (1997) findings as discussed above, but teachers' perceptions vary significantly depending on the teacher's status within the school hierarchy, their age and their years of teaching experience.

Novice teachers view TE as a 'right of management to have information and to monitor teaching', as well as an important means for career development (Bartlett, 1998, p.485). More experienced teachers, on the other hand, believe that the process is compulsory, routine and less valuable. In the current research, these differences are taken into account.

Jeffrey's (2002, p. 531) four year ethnographic study indicated that Ofsted inspections and a performativity culture negatively affect primary school teachers' interpersonal relationships with their students, colleagues and inspectors, and that it 'creates self-disciplining teams that marginalize individuality and stratifies collegial relations'. Nevertheless, the study concludes that primary school teachers have the potential to maintain professional human relations with students, colleagues and inspectors. Jeffrey's research included 13 secondary, 14 primary and two special schools, whose previous inspection reports had identified good practice in managing continuing PD. Teachers in the surveyed schools were inclined to indicate that the formal process of performance review provides them with an 'opportunity to discuss their career plans' and 'to have their achievement recognised' (Ofsted, 2006, p. 11).

Research commissioned by the Training and Development Agency for Schools (TDE) on a sample of 1,329 early-career teachers⁹ revealed that of the respondents who had been assigned new responsibilities, 64% had specific performance management objectives relating to one or more of their new areas of responsibility (Springate, *et al.*, 2009).

A large-scale national survey commissioned by the DfE on a sample of 707 head teachers, 1392 teachers, 355 newly qualified teachers (NQTs)/2nd year teachers, 441 induction tutors, 955 governors and 57 LEAs revealed that 74% of head teachers, 77% of tutors, 85% of governors, 64% of teachers and 70% of second-year teachers considered that performance management had provided teachers with access to appropriate PD. Moreover, respondents from all groups reported being familiar with the performance management policy and notes a positive impact on teaching and learning practices, which helps to improve pupils' results. However, the responses of head teachers and induction tutors were shown to be stronger than those of teachers (Walker, *et al.*, 2010). Thus, for a clear understanding, it is beneficial to explore the perceptions of both teachers and evaluators on TE within context.

Teachers' perceptions of TE have thus been researched both at an individual and institutional level. The findings differ per study, but generally reflect the positive features of TE as a whole in England.

⁹ Early-career teachers: teachers in the second and third years of their career.

3.6 Summary

This chapter has provided a national, macro level, overview of the cultural influences of both national values and economic factors in Kuwait and England. It also provided an insight into the primary educational context. In the Kuwaiti context, cultural factors may well serve teachers' improvement: the Islamic values stemming from the Quran and the Sunnah promote intrinsic motivation and work ethics as discussed above and in recent research (AL-Gousi, 2009; Ahmad & Owoyemi, 2012; Jaafara, et al., 2012). The TE policy reforms in Kuwait have shifted toward providing supervisors with appropriate expertise in each discipline in primary schools. Prior studies have revealed that supervisors' workload negatively affects their job performance (Al-Sane', *et al.*, 2011). The current chapter has revealed a gap in previous studies conducted in state schools in Kuwait, in providing an in-depth investigation the influences of TE on teachers PD (Section 3.4.4).

In the English context, the fundamental British values promoted by the DfE contribute to serving pupils from various cultural backgrounds in schools (DfE, 2014, p. 4). However, some scholars have criticised government centralisation within the national curriculum, standardisation of student assessment and PRP, as some teachers may be constrained to work in the way the policy dictates (Troman, 2000; Woods & Jeffrey, 2002; Ball, 2003). Other studies have revealed that TE in England contributes to teachers PD (Ofsted, 2006; Walker, *et al.*, 2010). Thus, the chapter has laid a foundation to facilitate the interpretation of the comparative TE framework policy in Kuwait and England, which is conducted in Chapter Five.

Chapter Four: Research Methodology

4.1 Introduction

This chapter describes the overall research design for this study, providing a rationale for the adoption of a mixed methods approach and the comparative content analysis for the conceptual framework of TE policies in Kuwait and England. Thus, the first section introduces the most common paradigms that are used in research studies pertaining to PD, namely post positivism, constructionism and pragmatism. Ontological and epistemological assumptions in each paradigm, in terms of TE issues, are elaborated upon. Moreover, Section 4.4-5 clarifies my philosophical assumptions relating to TE within the Kuwaiti context, and my rationale for implementing the critical realist paradigm.

The second section of the chapter (Section 4.6) expounds upon the actual research design. It provides a detailed account of the rationale and a justification for the research methods, conceptual framework and data validation. The sampling strategies of the implemented questionnaire and interviews are illustrated in Chapter Six and Chapter Seven respectively.

This chapter begins with a brief introduction of innovative management theories, which, although they have originated outside the field of education, still inspire educational researchers in their work. These theories enable a better understanding of the uses of various motivational approaches, including ‘scientific management movement’, ‘bureaucracy’ and social science theory (Bush, 2011, p. 10).

4.2 Educational Research Theories

As this thesis is concerned with TE and its contribution to teachers’ PD, it is in line with the larger context of management and leadership theories. Management and leadership theories have been proposed to explain a variety of motivational and management approaches and form the basis for different appraisal processes.

Since the Industrial Revolution, researchers have studied the evaluation of employees’ performance. Frederick Taylors’ (1911) ideas, including ‘standard condition and high pay for success’¹⁰ were applied and experimented with for the purpose of enhancing workers’

¹⁰ Standard conditions: ‘the worker should be given standardized conditions and appliances to accomplish the task with certainty’ (Hoy & Miskel, 1996, p. 9).

efficiency in factories. This is considered to be the foundation of the scientific management approach (Hoy & Miskel, 1996).

German sociologist Max Weber's (1947) ideas on 'division of labor and specialization, an impersonal orientation, a hierarchy of authority, regulation and career orientation'¹¹ were influential in shaping bureaucratic regulations to improve organisational efficiency (Hoy & Miskel, 1996, p. 47). These ideas gave rise to bureaucracy theory in educational management, and now formal bureaucratic structures are almost inevitable in large educational organisations, and even at the school level (Bush, 2002).

In contrast to the efficiency propositions of Taylor and Weber (1947), Mary Parker Follett (1941) developed theories on human relations and the informal effects of the workplace (Hoy & Miskel, 1996). Hawthorne's studies revealed the significance of informal leaders and showed that social relations may also compensate for a shortage of monetary rewards and taxing physical work conditions (*ibid.*).

The social science approach combined both classical organisation and human relations approaches, in addition to considering the surrounding social, economic and political factors. According to Parsons (1960), social organisation is an open system interacting with the surrounding culture (Friedman & Allen, 2010). Thus, as schools represent micro social systems, it is vital to examine the ideological, economic and political factors of their context.

The above brief theoretical background allows for further understanding of employee management in general, and specifically of its applications in terms of the TE process, where interactions between bureaucratic and individual elements occur at every stage. As such, the achievement of PD goals may be overshadowed by the continuing demand of accountability and administrative requirements, especially in bureaucratic systems, which may negatively affect teachers' satisfaction.

4.3 Research Paradigms and Their Implications for Research into TE

Lincoln *et al.* (2011) distinguished between four paradigms in qualitative research: positivism, post-positivism, critical theory and constructivism. Mertens *et al.*, (2010, p. 297) argued against the presence of the critical theory on the paradigm list, while Creswell & Plano

¹¹ Impersonal orientation: 'the bureaucratic employee is expected to make decisions based on facts, not feelings' (Hoy & Miskel, 1996, p. 48).

Clark (2011) added pragmatism, considering it to be the best world view or paradigm for MMR.

The most commonly selected paradigms for researchers in TE are positivism, post positivism, constructivism and pragmatism (OECD, 2009a; Ramirez, *et al.*, 2011; Zhang & Ng, 2011). Accordingly, I employed various methods (quantitative, qualitative or both) for the current research. This revealed that TE realities have been extended in both objectivism and constructivism positions, by representing opposite ends of the ontological spectrum. What follows is a detailed description of these paradigms.

4.3.1 *Positivism*

The positivist paradigm applies a natural scientific approach, where the scientist controls and identifies correlations between variables, mostly through experiments and observations (Darling-Hammond, *et al.*, 1983; Galton, 1995). Thus, the scientist attempts to come to ‘objective truths’ about the world. For example, it is an ‘objective truth’ that in Boyle’s law of gases, pressure and volume are inversely proportional. This remains true, irrespective of the researchers or their experiments. However, in the case of a social context, a thorough isolation of variables is impossible. Nevertheless, social researchers use the methods of the positivist approach, such as quasi-experiments and surveys, based on theoretical, well-debated, agreed upon, illustrated variables (Muijs, 2011). Additionally, within the data interpretation phases, social researchers’ stances move away from naïve or ‘traditional positivism’ (Muijs, 2011, p. 5) to post-positivism. This is a modified and flexible version that acknowledges the ‘imperfectly’ shaped side of reality, and acknowledges researchers’ and participants’ values and biases (Gall, *et al.*, 2007, p. 16).

4.3.2 *Post-positivism*

TE researchers who assume an objective reality will largely rely on theoretical assumptions to determine their conception of an effective PD process (Phillips & Burbules, 2000). Thus, they will take certain competencies into account when appraising teachers. Classroom management, for example, is one of the agreed standards for teacher quality in cross-national views. Researchers may use quantitative methods, such as surveys and observations, to investigate whether the feedback they receive from evaluators considered classroom management. A researcher thus needs to simplify complex research questions into observable and measurable objects (variables), which coexist in the same physical space (school).

Traditionally, but also commonly, quantitative methods have been used to provide data that can be statistically tested and generalised (Field, 2009). Table 4.1 considers three research

studies on TE. Each of these studies implemented quantitative methods based on surveys. These studies are not value free, as the data sources and interpretations are based on participants and researchers respectively. The reality of TE in the social context is ‘imperfectly and probabilistically apprehensible’, thus Lincoln *et al.* (2011, p. 98) place this type of research in the context of CR. For a more in-depth verification of reality, researchers use the multi-methods approach.

Study	Focus and methodology	Findings
(OECD, 2009a)	Cross-national teaching and learning survey conducted on 23 countries, examining teachers’ perceptions on TE, frequencies, focus, impact and outcomes.	The findings revealed deficiencies, such as: - 13% of teachers in TALIS countries claimed that they did not receive any appraisal and feedback in their schools, with the largest portion of this in Italy 55%, Spain 46% and Ireland 26%. - Inattention to teaching students with special needs in most countries and to monetary impacts for teachers.
(Delvaux, <i>et al.</i> , 2013)	The study examined the impact of TE on PD from a teacher perspective in terms of purposes and features of evaluation, as well as leadership characteristics. It applied a survey to 1983 teachers in Flanders, Belgium.	The findings revealed that teachers with less than five years of experience reported positive effects on their PD. The most effective factor on PD was the positive attitude of principals.
(Tuytens & Devos, 2011)	The study explored the contribution of school leaders in providing effective feedback appraisal from the teachers’ perspective. It applied a questionnaire to secondary school teachers in Belgium, examining three leadership variables: charisma, active	The response rate was 65%. The findings showed that teachers perceived a positive impact for feedback on their PD. The most influential leadership variable was active leadership supervision.

	supervision and content knowledge.	
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Table 4.1: A sample of TE studies that adopted quantitative methods

In light of this discussion, proponents of qualitative methods consider variable isolation to be difficult to fulfil flawlessly within the multidimensional educational phenomenon. They further assert that findings from quantitative methods have very limited value in terms of understanding the reasons behind participants' responses, and in eliminating individual peculiarities (Bryman, 2012).

4.3.3 *Constructivism*

The interpretive paradigm of constructivism is an epistemological position 'that prioritises people's subjective interpretations and understanding of social phenomena' (Matthews & Ross, 2010, p. 28). Constructivism proposes that realities are socially constructed within a context, such as the concept of 'classroom management' (mentioned in Section 4.3.2 as one of the teaching quality standards). It is variously interpreted in terms of 'clarity in presentation of ideas, well-structured lessons, and appropriate pacing' (Hattie, 2009 cited in Looney, 2011, p. 8). These multiple interpretations have prompted social researchers to advocate for the use of qualitative methods, as illustrated in the case study in Table 4.2.

Study	Focus and methodology	Findings
(Zhang & Ng, 2011)	A case study on secondary schools in Shanghai, investigating teachers' and principals' perceptions on the impact of TE on teachers' PD.	Findings indicated that TE facilitated teachers' PD in three ways: Creating extrinsic incentives to push teachers to improve; providing guidelines and directions for teachers to follow; and assuring the quality of teacher development by mentoring, classroom observation and teaching research. The researchers did highlight some negative impacts of bureaucratic directions that could lead to conformity in teachers' performance.

Table 4.2: A case study on TE research based on qualitative methods

However, it is rare for TE researchers to limit their methodologies to qualitative methods only, due to the well-known facts of TE mechanisms in terms of purposes, methods and

outcomes. One may infer from Table 4.1 and Table 4.2 that there are commonalities in certain research questions and findings in various contexts. With regards to the research questions for this context, most researchers concentrate on the influence of TE feedback on teachers' PD, as this is considered to be the main factor that can influence student achievement. However, research findings have revealed the significance of leadership style (the source of evaluation feedback) and of monetary and nonmonetary incentives for teachers. To conclude, the realities behind TE will have similarities, even if the data is collated in different cultural and educational contexts.

4.3.4 ***Pragmatism***

Creswell & Plano Clark (2011, p. 40) emphasised four key characteristics of the pragmatist paradigm, namely 'consequences for action, problem centred, pluralistic, real-world practice oriented.' Thus, research questions are associated with outcomes mainly in the provision of practical solutions for the research problem. That said, there are conflicting views regarding pragmatism's ontological assumptions – specifically concerning whether pragmatism has its own distinctive set of ontological assumptions or not. Proponents of the pragmatic stance include the ontological assumption which draws from its association with the mixed methods approach; thus, it combines positivism and interpretivism philosophical assumptions (Creswell & Plano Clark, 2011). On the other hand, opponents consider pragmatism as an approach that seeks provisional and practical solutions for research problems, whether research answers refer to an objective or subjective reality, or both (Gall, *et al.*, 2007).

In this current research, a pragmatic stance is shown at different stages of the research, particularly in the choice of the mixed methods approach and in the discussion chapter, which focuses on finding solutions for the deficiencies of the TE process in Kuwait. Nonetheless, it should be noted that pragmatism was not my main paradigm, due to my awareness of the realities of effective PD and its context, which was a starting point for my philosophical assumptions.

4.4 Paradigms and the Teacher Evaluation Phenomenon

Investigating TE policies and practices and their influences on teachers' PD encompasses a number of overlapping matters, including teachers' effectiveness, adult learning, motivation, teachers' agency, and structural and cultural factors. To date, these issues have not been fully established in academia and are still open to a number of interpretations within their context. Researchers have conceptualised TE in two main approaches - summative and formative -

which have been implemented for accountability and teacher PD purposes (Darling-Hammond, *et al.*, 1983; Christensen, 1986; Green & Sanders, 1990). However, the teacher's agency is required to achieve PD (Biesta, *et al.*, 2015).

The use of quantitative post-positivist (OECD, 2009a; Tuytens & Devos, 2011; Delvaux, *et al.*, 2013) and qualitative interpretivist (Zhang & Ng, 2011) paradigms has created a paradox of epistemologies for either the justification or the understanding of people's experiences (Lincoln, *et al.*, 2011). However, both approaches are needed for change and transformation within an educational context. The pragmatist multi methods approach provides more evidence for policy makers and practitioners (Creswell & Plano Clark, 2011). That said, there are limitations to the explanations of TE and the implications of teachers' effectiveness that the ontological perspective provides (Pring, 2000). This is especially so since TE is positioned in an open, multi-dimensional educational context.

In addition, critics have argued over the imbalances between accountability and PD purposes in PD discourses. This, in turn, has led TE practices to be a mostly routine affair that assesses teachers' effectiveness rather than developing it (Hancock & Settle, 1990, p. 11; Santiago & Benavides, 2009). Critical realism provides an innovative solution for this, which will be reviewed in the next section. While a critical approach to educational research is challenging, through the use of mixed methods or intensive observations, underlying realities within this area of study can be revealed, as illustrated by the two examples in Table 4.3.

Study	Focus and methodology	Findings
(Porter, 1993)	A critical-realist ethnographic study was conducted by an employed nurse for three months in an Irish hospital. It focussed on the effects of professionalism on racism between Irish nurses and black or Asian doctors.	The findings showed that racism occurred in the absence of these ethnic groups by means of racial comments, whilst racism did not manifest itself explicitly among colleagues.

(Brown, 2012)	An ex-teacher and a Trainee Educational Psychologist (TEP) conducted MMR using a critical realist paradigm to examine the effects of having extra responsibility on teachers' collective efficacy.	Teachers with additional responsibility in a school had a better collective efficacy score than teachers with no extra responsibility. Thematic analysis identified four themes: stress management, supporting roles, learning, and communication. Teacher collective efficacy beliefs can be constructed and improved.
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Table 4.3: A critical realist research approach in medical and educational contexts

4.5 Rationale for a Critical Realism Paradigm in Teacher Evaluation Research

The rationale behind applying the critical realist paradigm for investigating PD in Kuwait can be summarised in two main points: first, the critical realist ontological and epistemological perspectives facilitate an effective understanding of the phenomenon of PD, and second, CR is an appropriate paradigm to meet the main aims of the research, proposing changes and improvements to enhance TE in Kuwait in terms of teacher PD (Egbo, 2005).

There is now consensus among researchers that the critical realist paradigm is suitable for explaining an open educational context as the 'world is structured, differentiated, stratified and changing' (Danermark, et al., 2005, p. 14). Furthermore, there is considerable criticism concerning the leadership and management of teachers in schools. Consequently, there is a strong need for a deeper understanding of the multi-dimensional factors that underpin teachers' effectiveness (detailed in Section 2.4) (Campbell, *et al.*, 2004; Muijs & Reynolds, 2011). Additionally, there is a need for more formative TE approaches to motivate and improve teachers professionally (detailed in Sections 2.10-11) (Hargreaves & Fullan, 2012).

Although realists agree with positivists that there is an objective reality, realist epistemology differs from positivism in that it involves constructionism (Maxwell, 2012). That is, ontologically, reality is stratified into three main domains: the empirical, the actual and the real (Bhaskar, 1993; Archer, 2003). The real domain is not perfectly perceived. Realism posits that under social reality, there is a hidden structure that generates mechanisms. Researchers are interested in revealing the negative effects on individuals in a certain context (Sayer, 2010). One could, however, argue that when the purpose of an investigation is to reveal inequalities or imperfect systems, and when it aims to provide a solution for the social

context, the critical realist paradigm is appropriate for such a context, since it is based on critical theories that also include Marxist and feminist critiques of modern social organisations (Kumar, 2011; Grogan & Simmons, 2012). The main problem in traditional personnel management procedures is that they are ‘fragmented, incomplete, and sometimes built on faulty assumptions about human or organizational growth’ (Schein, 1977, p. 5). Thus, the compatibility of PD policies in Kuwait with global trends and motivational/adult learning theories is an important part of this thesis.

To investigate TE in Kuwait from a realist’s perspective, and to propose changes for improvement, a mixed methods approach is appropriate in order to broaden the empirical domain (Sayer, 2010; Hurrell, 2014). The current study, therefore, includes two phases: first, the distribution of the OECD (2009c) questionnaire (see Appendix B) on a large scale (475 primary school teachers from four districts); second, the application of semi-structured interviews with 12 teachers and four supervisors from the same district, and the content analysis of the 2012 text policy documents from Kuwait and England.

The findings and the analysis stem from the actual TE domain, which includes the mechanism of TE in Kuwait and its approaches (Zachariadis, *et al.*, 2013). However, the reality of TE encompasses structural factors and individuals (Bhaskar, 1993). Moreover, the power structure between supervisors (evaluators) and teachers who can lead TE discourse needs to be determined and examined for potential undesirable effects.

However, the interaction between a teacher and his/her evaluator in the post-observation conference creates causal power to improve or hinder teacher practices, and from a critical realist perspective, causal power is related to ‘the production of change’ (Sayer, 2004, p. 10). The TE mechanism includes various properties. Most effective for school teachers is the feedback from evaluators and the extrinsic and/or intrinsic incentives. These properties may have positive outcomes, such as job satisfaction and learning, or negative outcomes, such as frustration and anxiety (Day, 1999; Ball, 2003).

Some critical realists seek to emancipate powerless populations from the negative effects of causal power (Bhaskar, 1993; Porpora, 2015) and advocate the use of the term ‘agency’ to refer to the ability of actors to operate independently of the determining constraints of ‘social structure’ (Calhoun, 2002, p. 7). That said, providing teachers with authentic opportunities for reflection, self-evaluation and peer review, and with the opportunity to participate in decision making and to engage in interactive dialogue with their supervisors, are most likely to foster improvement and learning (Darling-hammond, 2012; Hargreaves & Fullan, 2012).

Realists have arrived at various explanations for the interplay between social structure and agency. However, to provide a proposal for changes in and improvements to practices to enhance PD in Kuwait in terms of teacher PD, I applied Bhaskar's transformational model (BTM) (shown in Figure 4.1) to develop a critical realist approach as the basis for my research (O'Mahoney & Vincent, 2014).

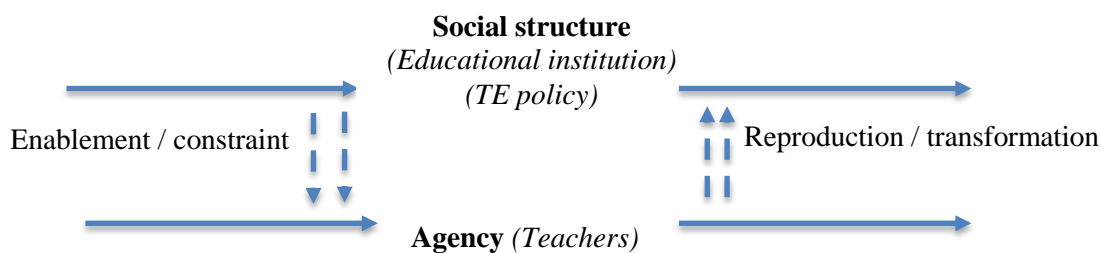


Figure 4.1: Bhaskar's Transformational Model on the connection between social structure and agency (Bhaskar, 1993, p. 155)

Ontologically, this model illustrates how the complex educational context is stratified into structure and agency, TE policy and teachers. According to BTM, the structure can both constrain and enable, which is in accordance with the authoritative traditional leadership style in Kuwait. However, epistemologically, the BTM only indicates two paths of structure-agency interactions. First, it illustrates the constraint-reproduction cycle, in which 'patterns of behavior are repeated' (Holborn & Haralambos, 2004, p. 889). An example of this would be an official evaluator's attempts to influence teacher practices by adopting certain methods. The second route is the enablement-transformation cycle, with a TE structure that provides teachers with authentic intrinsic motivational opportunities, such as participating in decision making. This approach has contributed to the emergence of transformative causality (Bhaskar, 1993; Brown, 2012). The distinction between these two paths provides guidelines and a structure for the presentation of findings and an analytical framework for data discussion. Porpora, (2015) has reconstructed the conception of social structure from a critical realist

perspective. Investigating these aspects provides an in-depth insight into the entities of TE structure in Kuwait, as illustrated in Table 4.4.

Porpora's CR conception of social structure (Porpora, 2015, p. 98)	The application of Porpora's conceptualisation in the structure of TE in Kuwait.
1- '(Material) Relation between social position and social construct'	Relations between teacher (evaluee) and their official evaluators: principal, head teacher (head of department) and supervisor (external evaluator).
2- 'Law-like regularities that govern the behaviour of social facts'	The law-like/statistical relations of TE provide an extensive description of behaviour within context, such as: <ul style="list-style-type: none"> - TE feedback frequency and evaluator's position; - focus (accountability or PD); - impacts (extrinsic or intrinsic incentives); and - teacher satisfaction and fairness evaluation.
3- 'Stable patterns or regularities of behaviour'	Classroom-observation discourse and the feedback provided to teachers together form stable patterns and regularities, in TE practices. Qualitative investigation of feedback received in post-observation conference provides an intensive understanding of the effectiveness of the TE mechanism; thus, the structure here acts as a dependent variable.
4- 'Rules or (schemas) and resources (material or subjective) that structure behaviour'	<ul style="list-style-type: none"> - The written rules of TE (policy as text) - Official evaluators, their positions and numbers (feedback sources). - Incentive resources (monetary and non-monetary rewards; extrinsic and intrinsic incentives). - Cultural and economic factors underpinning the structural rules and resources.

Table 4.4: The application of Porpora's (2015) conceptual social structure within the structure of TE policy in Kuwait.

The last concept of structure in Table 4.4 is similar to Giddens's (1984) definition of social activities. However, the conflation of agent and structure in Giddens's structuration theory is difficult to apply empirically and does not fit the stratified and structured reality of critical realist research (Dobson, 2001; Archer, 2003; Danermark, *et al.*, 2005). Archer's critical

realist argument of transformation highlights the fact that ‘actions are produced through the reflexive deliberations of agents’. Archer’s model is effective for TE research focusing solely on self-evaluation (Archer, 2003, p. 135).

4.6 Research Design

From the above discussion, it is evident that the application of CR can effectively facilitate the research aim of proposing changes and improvements to TE practices. This, in turn, can support teacher PD within Kuwaiti primary schools. CR provides a framework for empirical research built on the following two key premises: (1) teacher agency is significant in delivering change in schools, and (2) certain factors within the TE structure may hinder or promote teachers’ agency. Furthermore, there is a large consensus that both internal (i.e. teachers’ beliefs, identities, attitudes, knowledge and skills) and external structural and cultural factors may affect teachers’ motivation to learn and improve professionally.

However, the current research investigates specifically the causes within TE structure, as they are considered significant in hierarchal authoritative educational systems as found in Kuwait. According to Porpora’s (2015) critical realist conceptions of social structure (illustrated above in Table 4.4), critical realist stratified reality endorses the application of a multi methods approach as a means of providing extensive and intensive findings (Danermark, *et al.*, 2005). Thus, my research design includes two main approaches. First, it contains a comparative content analysis of the current TE policies in Kuwait and England (detailed in Chapter Five), in terms of the points listed in Table 4.5 below. Second, it applies a mixed methods approach to investigate teachers’ perceptions on TE feedback, purposes, focuses, sources, frequency, and on its impact on teachers’ personal careers and PD. Finally, Table 4.5 shows the research level of investigations, questions and methods. The next sections will clarify the rationale for applying these methods in detail.

Chapter	Level	Main components	Research level of investigations and research questions		Research method
Five	Organisational context: MoE in Kuwait, DfE in England (Meso Level) TE structure	TE policy regulations and rules	To investigate the current TE policy as applied in state primary schools in England and Kuwait, and the marked similarities and differences in TE legislations between the two countries. <ul style="list-style-type: none"> • Purposes of TE • Teachers being assessed • Evaluators • Teachers' standards • Setting TE objectives • Methods and frequencies • TE period • Summative evaluation and rating • Responses of underperforming teachers • Consequences for accountability and improvement 		Comparative content analysis of the conceptual TE policies in Kuwait and England
Six & Seven	Human agency, individuals in districts and schools (Micro level)	TE discourse - Feedback sources and content - Extrinsic and intrinsic incentives	Subsidiary Research Questions	1- What are teachers' perceptions of current teacher evaluation processes in Kuwaiti primary schools in relation to frequency, focus and impact of feedback? 2- What are supervisors' perceptions of current teacher evaluation in Kuwaiti primary schools in relation to frequency, focus and impact of evaluation?	Mixed methods research: questionnaire + interviews
Eight	All levels and components		Main research question	How can teacher evaluation in Kuwait be improved?	Interpretation of empirical and theoretical data from previous phases and discussion

Table 4. 5: Main research investigations, questions and methods

4.7 Comparative Study

This research is not limited to a description basis of TE, but rather extends to provide relevant solutions and/or alternatives to current TE practices in Kuwait. Thus, the application of a comparative approach provides an overview of the TE structure from an international and cross-cultural perspective. Undertaking a comparative approach of educational systems can be a challenging task, as there are various historical, political, cultural and ideological aspects to take into consideration when researching different countries (Manzon, 2007). Moreover, the initiation and implementation of educational reform can take place within a national setting, which has its own traditions that are ‘sometimes overlapping [with other countries]’ but ultimately unique’ (McLean, 1995 cited in Brundrett, *et al.*, 2006, p. 15). As such, the rationale for adopting a comparative analysis of the conceptual framework of TE policies in Kuwait and England will be explained in detail in subsection 4.7.1.

4.7.1 Comparative content analysis of the conceptual framework of TE policies in Kuwait and England

According to Porpora’s (2015) conceptualisation of social structure (detailed in Section 4.5), rules are major entities that influence TE practices in schools. Rules are the written text policy that either proposes or mandates a certain TE framework for schools in various countries (Santiago & Benavides, 2009). The present research is the first to conduct a comparative content analysis of the formal conceptual frameworks regulating TE in Kuwait and England.

A prerequisite for conducting a comparative study is to ‘identify all sort of equivalences’ (Phillips & Schweisfurth, 2010, p. 99) between the jurisdictions, with regards to the topic intended for examination. Similarly, common ground needs to be established in order to produce an effective comparison between formal TE in England and Kuwait, to identify the differences, and to provide explanations based on the factors underpinning each case.

Through the literature review, and based on the empirical study of TE in Kuwait, this study proposes changes to current TE mechanisms that may hinder teachers’ PD in Kuwait.

In terms of educational aspects, Kuwait and England share certain common characteristics. For example, in each jurisdiction, there is a governmental education department that decides on and regulates TE policy: the Ministry of Education (MoE) in Kuwait and the Department for Education (DfE) in England. The TE policies are implemented within state schools and both legislations place emphasis on the hierarchy of teacher performance management. In Kuwait, every teacher is evaluated by three senior managers: the supervisor, the head of department and the school principal. In England, on the other hand, the head teacher is the

only immediate manager responsible for TE, with the district and governing body being responsible, in turn, for reviewing the head teacher's evaluation plan.

Furthermore, the English educational system provides head teachers with the entire task of teacher selection, recruitment, appraisal and staff development, whereas in Kuwait, the MoE has exclusive access to all these rights. Thus, a principal's autonomy is highly centralised and constrained. This needs to be examined in order to provide alternatives to policy makers, particularly in terms of a conceptual appraisal framework with a more flexible orientation.

There are also similarities within the conceptual framework of TE, namely the purposes of TE and the inclusion of annual summative evaluation at the end of the evaluation cycle (detailed in Section 5.4). Both the Kuwaiti and English governments have implemented a national curriculum that is also been adopted in many other countries, including China, Thailand, Singapore, Malta, Nigeria and Pakistan (Oplatka, 2004, p. 428). Even though there are cultural and economic differences between these nations, the similarities in policy discourse can be ascribed to the dominance of human capital theory that directly associates education with economic survival, competitiveness, growth and prosperity (Bell & Stevenson, 2006). It could also be argued that Kuwait's concept for TE is not only similar to England's, but to several other jurisdictions all over the world as well.

That being said, being a PhD student in England enabled me to study the English TE framework in some depth. I had extensive and direct access to primary and secondary sources and was able to take part in a conference '*Implementing Effective Performance Management to Improve Teaching and Learning*' (October 2012). This conference was held in London as a result of the new amendments to the teacher appraisal policy in England. Thus, it made methodological sense to compare the Kuwaiti TE system to England's system, in particular.

The Kuwaiti government strongly promotes studying abroad, particularly in England, due to the deep historical relations between the two countries (Stables, 1996). Scholarships are offered to Kuwaiti students to pursue both undergraduate and postgraduate education in the UK. This allows them to gain access to a wide array of learning and self-development opportunities, which in turn influences Kuwait's national educational process. Table 4.6 illustrates recent comparative studies carried out by Kuwaiti scholars.

Study title	Field	Paradigm and Methodology	Identified limitation in Kuwaiti policies
A Comparative Study of Inclusive Education in Kuwait and England (Aldaihani, 2010)	Special Education Needs	Interpretive paradigm, qualitative methods, interview and documentary analysis	- 'Limitations of the democratic system weakens the voice of disabled people. - Centralised education system which emphasises the separation of general education from special education and led to a unity/commonality approach - Static model of policy development' (Aldaihani, 2010, p. 332).
The Compatibility of the Kuwait Project with the Constitutional Oil Ownership Concepts in the State of Kuwait (Almohsen, 2013)	Law	Critical paradigm, documentary analysis	Limatation in the flexibility of the legislative framework for the exploitation of petroleum in Kuwait.
A Comparative Study of University Continuing Education Policy and Practice from Kuwait and England (Alshebou, 2007)	Higher Education	Interpretive paradigm, qualitative methods, interview and documentary analysis	The lack of the methods of accreditation and certification methods proved an obstacle for personal development for a number of students, in particular those requiring qualifications to promote their social status.
A Comparative Study between the Curricula of Kuwait University and Newcastle University with Reflection on Policy Making and End Users (Al-Hassan, 2010)	Architectural Education	Positive realism and MMR	Deficiency in environmental law implementation at the state level. A second step may be to review the law and update it in accordance with the International Sustainable Development Treaty requirements.

Table 4.6: Recent comparative studies carried out by Kuwaiti scholars

In spite of the various disciplines of the previous studies, their significance is that they all review Kuwaiti policies in order to solve current problems. Since comparative studies may provide suitable solutions to existing challenges, this thesis argues that there is a pressing need to investigate TE regulations using a comparative approach, particularly as access is

readily available to such a model, and more importantly, if the process is undertaken within a developed country.

4.8 Mixed methods Research (MMR)

From a critical realist viewpoint, social phenomena are contextually well defined. In other words, they can be dependent on other instruments and causal forces in the system. In addition, these tools may not always manifest in an empirical manner, as they may be repressed in an intricate interaction (Bhaskar, 1993). Therefore, the process of methodology selection is contingent on the ability and complementarity of various approaches to relay various forms of knowledge about generative tools (O'Mahoney & Vincent, 2014). One may also assert that CR does not really adhere to one kind of research, but rather employs a wide range of quantitative and qualitative research methods. This 'critical methodological pluralism' (Danermark, *et al.*, 2005, p. 148) is not adopted nonchalantly; on the contrary, it is entrenched in CR's ontological and epistemological conjectures.

In this research, the TE structure includes various entities. It generates mechanisms that can have an impact on teachers' PD and it may increase or decrease teachers' agential roles. Thus, as the main purpose of this research is to reveal the reality of these influences, there is a need for an 'extensive' and 'intensive' investigation of the TE mechanism within the macro and micro levels (Sayer, 1992, p. 243). However, from an educational administration perspective, 'policies and practices' are the most prominent factors in social transformation (Egbo, 2005, p. 270), and, as highlighted in Table 4.7, both TE researchers Vanci-Osam and Aksit, (2000), and Ramirez, *et al.*, (2011) focused on policies and applied the multi-methods approach.

Study	Focus and methodology	Findings
(Vanci-Osam & Aksit, 2000)	The research examined the perceptions of teachers and evaluators on how a new TE scheme contributed to the PD of 50 teachers in Ankara. Ethnographic design was based on multi-methods data collection: note taking, questionnaires, ratings of personal opinions, documentary analysis, and interviews, all of which were applied before and after teachers' participation in the scheme.	The data revealed negative views on the scheme. Some post-graduate teachers reported that their evaluators were not qualified enough to assess them. Teachers with less experience reported that they had improved professionally, while teachers with more experience found it time-consuming.
(Ramirez, <i>et al.</i> , 2011)	The study investigated the evaluation policy and practices of Colorado's teachers and their contribution to teachers' effectiveness. Data was collected from focus groups, surveys of teachers, site administrators/head teachers, and the school district.	The findings identified four major barriers for an effective TE procedure: a broad ranging governmental strategy, low motivation of teachers and managers to adhere to policy aims, time limitations, and evaluation procedures that were inappropriately set out.

Table 4.7: Multi methods TE research

4.9 Transformative Mixed-methods Design

Since each MMR has a different purpose, methodology, timing, procedures and priorities of quantitative and qualitative strands, each has a distinct design. Maxwell and Loomis (2003, p. 245) adopt the term 'interactive design' to indicate the interaction between MMR components: 'purpose, conceptual framework, research questions, methods, and validity'. In light of this, the interactive design is a system-based approach, which is applicable for MMR and for any other research method. Nonetheless, the most well-known interactive designs are based on MMR properties.

Based on a theoretical and empirical analysis of 57 MMR studies in the field of evaluation, Greene, *et al.* (1989, p. 259) identified the following five designs based on the functions and purposes of the studies: triangulation, complementarity, development, initiation and

expansion. Bryman's (2006) content analysis of 323 social science studies confirmed Greene *et al.*'s (1989) list and added additional purposes for combining methods. These were, exploring, enhancement, credibility, understanding contexts and processes. Together, these elements make up MMR research. However, the use of each of these elements elucidates the purpose of the MMR.

Other researchers have used more 'parsimonious' designs with a focus on only two MMR components: priority and sequence in Morgan MMR design, (1998, p. 362) and timing and decision in Hibberts and Johnson (2012) MMR design. However, metricising alternatives in each component with quantitative and/or qualitative strands will result in at least four designs. Although these terms are crucial for building a design, they do not provide sufficient details to qualify each resultant design. Thus, Teddlie and Tashakkori (2010, p. 53) use the term 'family of MMR designs' to account for the similarities between various designs. Each family is determined according to three features: 'number of methodological, approaches, strands or phases; and type of implementation process.' Teddlie and Tashakkori (2010) recommended that MMR researchers 'can select the best one and then creatively adjust it to meet the needs of their particular research study' (*ibid.*).

From a different perspective, Hall and Howard (2008, p. 250) use the concept of a 'synergistic approach' to describe MMR. They emphasise that the combining quantitative and qualitative strands has a better result than approaching each of these separately. The 'design' concept in their approach refers to ordinary research components in each strand: 'epistemology, theory, methodology, method'. However, they highlight the following core principles of combination: the concept of synergy, positions of equal value, ideology of differences and a combination of quantitative and qualitative designs. Synergistic approach components are inevitable in MMR, but the approach does not provide a particular philosophical or theoretical perspective.

Creswell and Plano Clark (2011, p. 73) highlight six common designs: 'convergent, explanatory sequential, exploratory sequential, embedded, transformative, and multiphase.' They also provide explicit and flexible details for each design, in accordance with the research purpose, paradigm, methods, timing, data analysis, and data analysis decisions. Some scholars consider the details within each design to be constraining (Teddlie & Tashakkori, 2010). However, considering that the main research aim here is to propose changes for the TE policy to enhance teacher PD, the transformative design worked well. Thus, the transformative design from Creswell and Plano Clark's (2011) updated list was applied. This suits the CR philosophical assumptions in this thesis, as shown in Figure 4.2. The design, therefore,

contributes substantially to a comprehensive understanding of the policy and practices of PD in Kuwait.

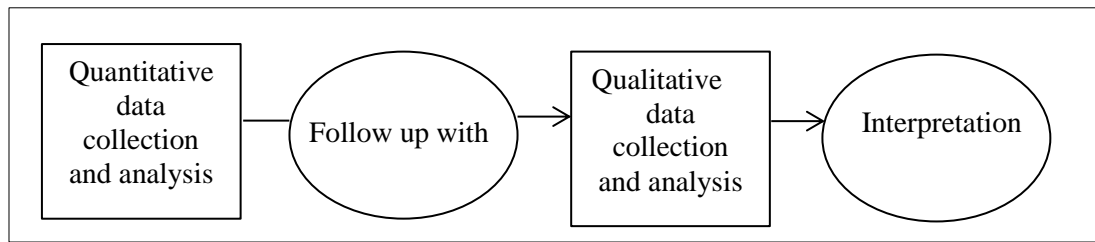


Figure 4.2: The transformative mixed-methods design (Creswell & Plano Clark, 2011, p. 69)

The design prioritises the use of both quantitative and qualitative stands. This provides extensive and rich data to identify constraints on, and enablement of, the TE structure on teachers' agency and it contributes to explaining the stratified realities in complex open educational social activities (Sayer, 1992; Bhaskar, 1993). Quantitative and qualitative strands can either be applied concurrently or sequentially, and since I carried out my research alone, I chose the explanatory sequential framework as it includes two main phases (as shown in Figure 4.2). In the first quantitative phase, I administered a large-scale questionnaire to 475 teachers from four districts, with the aim to investigate the structural entities of TE feedback, purposes, frequency, sources and impact on teachers from their own perspective.

The second phase sought to provide an intensive and in-depth explanation and interpretation of the conditions of the interaction between teachers and the TE structure, particularly in regard to three aspects: the mechanism of feedback received from supervisors at the post-observation conference, the internal and external incentives, and lastly, the number of official evaluators' and their positions. To achieve this, I conducted semi-structured interviews with 12 teachers and four supervisors. I also applied comparative documentary analysis to the TE text policies of Kuwait and England.

In accordance with Creswell and Plano Clark's proposal (2011), I have merged the quantitative and qualitative data to facilitate a greater understanding of the reality of TE in Kuwait and to allow me to recommend a proposal for the improvements of TE practices in Kuwait. Furthermore, I added three open-ended questions to the questionnaires (see Appendix B). Thus, the first phase was not purely quantitative. Creswell and Plano Clark (2011, p. 97) suggest that a researcher may choose the best methods for the sake of 'challenging the status

quo and developing solutions' for the research problem rather than slavishly adhering to a certain design.

4.10 The First Empirical Research Phase

The first empirical phase is based on the application of the OECD (2009a) questionnaire to 475 primary school teachers in Kuwait. Sections 4.10.1-2 below provides the theoretical framework underlining the application of the questionnaire, followed by the rationale for its application.

4.10.1 Theoretical framework

There is consensus that effective TE can be a catalyst to encourage teachers to improve professionally (Coe, 1998; Campbell, *et al.*, 2003; Delvaux, *et al.*, 2013). Nevertheless, it is evident that the TE structure can either hinder or promote teacher agency to learn and develop professionally (Firestone, 2014). Grounded in motivational and adult learning theories (details in Sections 4.11.2-3), and based on Porpora's (2015) CR conception of social structure, there are certain entities within the TE structure that are considered influential for teachers' agency (detailed in Table 4.4). One such entity is TE feedback, which is regarded as one of the major motivators for teachers (Marchington & Wilkinson, 2009). More specifically, TE feedback provides an identification of teachers' development needs and offers incremental information to fulfil their needs.

Using the TALIS survey (Appendix A), which has been also applied in this research, the OECD (2009a) study provides a comprehensive investigation of feedback dimensions (i.e. purposes, focuses, sources, frequency and impact on teachers' career and PD). The rationale for its application to this study will be explained in the next section.

4.10.2 The rationale for the OECD questionnaire application

Ostensibly, the process of construction, distribution and analysis of a questionnaire appears to be straightforward, however, appearances are deceptive. It took a great deal of effort to accomplish each of these phases (Dowling & Brown 2010, p. 72). In order to reduce the obstacles associated with constructing a new questionnaire for a multi-dimensional phenomenon (Field, 2009), I obtained permission to translate, utilise and adapt the TALIS questionnaire (see Appendix A). The permission was received on 11 June 2012 (see Appendix C).

The OECD questionnaire was created by cross-cultural experts to examine teachers' perceptions of TE feedback. According to Porpora's (2015) conceptualisation of social structure, the law-like/statistical relations of TE provide an extensive description of the behaviour within the Kuwaiti primary school. Therefore, I applied the TALIS questionnaire to investigate teachers' perceptions in terms of: (1) TE feedback frequency and the evaluator's position, (2) TE focus (accountability and PD), (3) TE outcomes (extrinsic and intrinsic incentives), and (4) TE impact (teacher satisfaction and fairness evaluation). The questionnaire measured feedback frequency directly by asking the participants how often they received feedback over a certain period of time.

However, determining the 'latent variables',¹² focuses, outcomes and impact of the teachers' evaluation was not a straightforward task. Consequently, 'manifest variables' were included in the questionnaire, each focussing on a particular factor (Field, 2009, p. 788). For example, answers to the questionnaire item 'feedback appraisal contained suggestion for improving certain aspects in of my work' may provide an indication of the focus of TE on teachers, while answers to the item 'the appraisal feedback contained a judgment about the quality of my work' indicates the tendency of TE to aim for accountability (OECD, 2009c, p. 4).

4.10.3 Validity

The term 'validity' is largely associated with the positivist view, as this paradigm advocates a single reality in which a valid instrument is capable of measuring the reality that the researcher intends to measure (Field, 2009). In this research, the questionnaire enabled participants to express their perceptions on the issue under investigation. It is a well-designed instrument built with familiar, unambiguous educational items that are largely related to the topic of TE. This is evidenced by its successful implementation in 23 countries and by its authorised and published findings. Moreover, according to the TALIS researchers, 'based on a rigorous review of the knowledge, the survey should yield information that is valid, reliable, and comparable across participating countries' (OECD, 2009a, p. 19). The items that are put to the participants comprehensively examine the teachers' evaluation structure and the questionnaire is based on the two key purposes of TE: accountability and PD, both of which are agreed upon by researchers and educationists in most west-east contexts (Poster & Poster, 1997; Middlewood, 2001; Dimmock & Walker, 2005; Bush & Middlewood, 2013).

¹² Latent variable: a variable that cannot be directly measured but is assumed to be related to several variables that can be measured (Field, 2009, p. 788).

All the items of the original questionnaire were applied in order to examine the process of TE in Kuwait from an international perspective. In order to aid application of the questionnaire and to enhance chances of successful completion by teachers, the questionnaire was translated into Arabic (detailed in 4.10.4). Translation does not, however, provide a guaranteed solution to the issue of validity, since validity is context-specific (Griffie, 2001). Thus, I validated the translated questionnaire within the Kuwaiti context by verifying face, content and construct validity, as further explained in Section 4.10.5 below.

Another integral point of validity is response rate. The questionnaire was applied to teachers and extremely busy educationalists. According to Grudens-Schuck *et al.* (2004, p. 2), incentives should be provided to encourage participation; however, in this research, the response rate of the questionnaire reached an appropriate 60% without offering any incentives. It appears that the respondents' internal motives led to this response rate, which may show that they considered the research to be of significant importance. This 'substantial response' and high sample number decreases the 'risk of invalidity' (Bush, 2012, p. 83).

4.10.4 Translation

The language of the TALIS study questionnaire is English, while the mother tongue of the study population in Kuwait is Arabic. The questionnaire thus needed to be translated to ensure that the participants easily understood the questions without any ambiguity, and to allow them to fully express themselves in their own language. An expert in English-Arabic and Arabic-English translation translated the questionnaire into Arabic, which was then reviewed and compared to the original. The translation had two objectives: first, to ensure that all the items of the original English version were included in the Arabic version so that the researcher could investigate TE in Kuwait from an international perspective; and second, to ensure that the translated version was recognisable for teachers in the Kuwaiti context. Thus, for questions that, for example, asked teachers to determine the frequency of feedback that they received from their evaluators, I modified the evaluators' names into principal, deputy principal, head of department and supervisor, which are the actual terms for the evaluators' positions in the current TE process in Kuwait.

4.10.5 Pilot testing

The pilot testing is a 'preliminary step to the main study' that provides the researcher with useful insights around the applicability and implementation of the method, as well as any other ambiguous content elements faced by the participants in the 'words, instructions, meaning and demographic information' (Edwards & Talbot, 1999, p. 41). Two questionnaire

copies, the original English language version and the translated Arabic version, were delivered to four primary school teachers of English (i.e. each teacher had an English copy and an Arabic copy). Each of the four teachers were then asked to give their opinion about the translation and about the version written in Arabic. A note was handed to all teachers illustrating the questions (Appendix D).

Once the questionnaire copies were delivered to all respondents, the four teachers met and formulated a joint opinion on the questions. This made the task much easier in terms of identifying a common opinion, and was a valuable process for piloting the questionnaire, as shown in the teachers' answers to the questions in Appendix D.

The four teachers' views were in agreement with the changes that had been made previously, concerning, for example, the change of terms for the evaluators' positions to terms familiar for teachers in the Kuwaiti context. There was also a consensus on the terminology and wording of questionnaire questions, as well as on the options offered as answers. The questions were considered to be appropriate for the subject under study. The teachers had no suggestions for changes to the translated questionnaire, except for its cover sheet and some minor changes to the translation (Appendix D). I incorporated these suggestions into the Arabic version of the questionnaire (Appendix E).

4.10.6 Reliability

Reliability is a criterion for consistency and replicability of the measures in a study (Hartas, 2010). In this research, before the full application of the translated questionnaire, four Kuwaiti primary school teachers were recruited to pick out any misunderstood words or terms in the questionnaire that might have led to inconsistent measurements (detailed in Section 4.10.5). Another common method to increase reliability is the use of alternative forms of measurement (Drost, 2011, p. 110) methodological triangulation (Bush, 2012, p. 77), which is discussed later in this section.

Alternatively, the Cronbach Alpha coefficient is a common statistical formula for measuring internal reliability for a number of items within a questionnaire (Field, 2009). It aims to 'calculate the average of all split-half reliability coefficients' (Bryman, 2012, p. 170). Table 4.9 below highlights the Cronbach Alpha values for all subscales of the implemented questionnaire, arranged in the table in a similar manner to how they are listed in the questionnaire. Each subscale includes a number of dependent variables.

As shown in Table 4.8, all values of Cronbach's Alpha coefficient reached values greater than 0.7, which is sufficient, while on the subscale of the teachers' evaluation purposes,

Cronbach's Alpha reaches only 0.382. This may be due to the fact that there are only two items in this factor, which reduces the value of α . Although the two items within the subscale measured the same factor, which is the purpose of TE, these purposes are very distinct, with the first item being 'the appraisal or feedback contained a judgment about the quality of my work' and the other item being 'the appraisal or feedback contained suggestions for improving certain aspects of my work' (OECD, 2009c, p. 12). The former is about accountability, while the latter refers to teacher PD.

The subscales focus of TE	Cronbach's alpha	N of items
Frequencies of TE	.756	5
Focus of TE feedback	.922	17
Impact of TE feedback on teachers' careers	.837	7
Impact of TE feedback on teachers' PD	.891	8
Purposes of TE (judgment about quality/suggestions for improvement)	.382	2
Teachers' description of TE (fair/helpful)	.791	2
Impact of PD on job satisfaction/job security	.863	2
Teachers' perception of the impact of TE on other teachers' work	.823	10

Table 4.8: The values of Cronbach's Alpha of the questionnaire subscales and number of items in each subscale

It should be noted that due to time constraints I did not apply an actual pilot study, particularly after the four primary school teachers agreed on the familiarity of the translated questionnaire items for application in Kuwaiti primary schools. These teachers' views enabled me to apply all the original TALIS questionnaire items. Nevertheless, I used triangulation and Cronbach's Alpha coefficient, as they are considered key and common methods for checking reliability.

4.11 The Second Empirical Phase

In the first quantitative phase, I polled teachers' perceptions on their evaluation and the feedback that they received from their evaluators, specifically focusing on frequencies, impact, purposes and outcomes. Quantitative findings provide numerical, realistic readable data that provides a comprehensive description of teachers' evaluation and may offer researchers the opportunity to predict facts, such as teachers' perceptions on certain TE items according to their demographic characteristics (OECD, 2009a). That said, from a critical realistic position, a multi-methods approach is crucial to help uncover the reality, and to provide a detailed explanation of the TE conditions. Thus, in the second phase, interviews with both teachers and supervisors were conducted.

The next subsections illustrate the theoretical framework on which the interview questions were based, and provide the rationale for choosing the selected feedback and expectancy theories.

4.11.1 Theoretical framework

In the present research, the aim is to explore the causal power of the TE structure in Kuwaiti primary schools, which enable or constrain teachers' agency. In other words, the research seeks to determine whether the mechanism of TE provides real opportunities to motivate teachers to learn and to improve professionally. My theoretical framework consisted of: (1) motivational and adult learning theories, in particular, feedback and expectancy theories, and (2) Porpora's (2015) CR conception of social structures (detailed in Section 4.5). Thus, the qualitative investigation focused on three key aspects: the mechanism of feedback provided by supervisors, the evaluators' positions, roles and numbers, and intrinsic and extrinsic incentives. The following three subsections 4.11.2-4 illustrate the rationale of feedback in detail and expound upon expectancy theory and leadership characteristics.

4.11.2 Feedback theory

Feedback is considered to be an integral aspect in TE literature. The OECD (2009a) study considered some countries with a weak evaluation structure where teachers reported that they did not receive feedback (detailed in Section 2.12). Thus, the literature highlights the power of feedback to enable or constrain teachers' agency (Hattie & Timperley, 2007), which means that exploring the content and mechanism of TE feedback can reveal the influences of the TE structure on teachers' PD. In addition, Porpora's (2015) CR conception of social structures illustrates the significance of repeated conditions in social structure, although the formal feedback that teachers receive from official evaluators may be a result of one or two

classroom observations. Nevertheless, empirical research highlights the various effects on teachers, such as satisfaction, frustration and motivation (Section 2.14).

Ilgen *et al.* (1979, p. 352) built a multidimensional feedback model, as illustrated in Figure 4.3, and considered the psychological processes affected by such a model. They identified four individual processes: ‘perception of feedback, acceptance of feedback, desire to respond to feedback, and the intended response’. To elaborate, the receiver’s views of, and reactions to, feedback are contingent upon his or her individual characteristics, the type of the message, and aspects pertaining to the origin of the feedback.

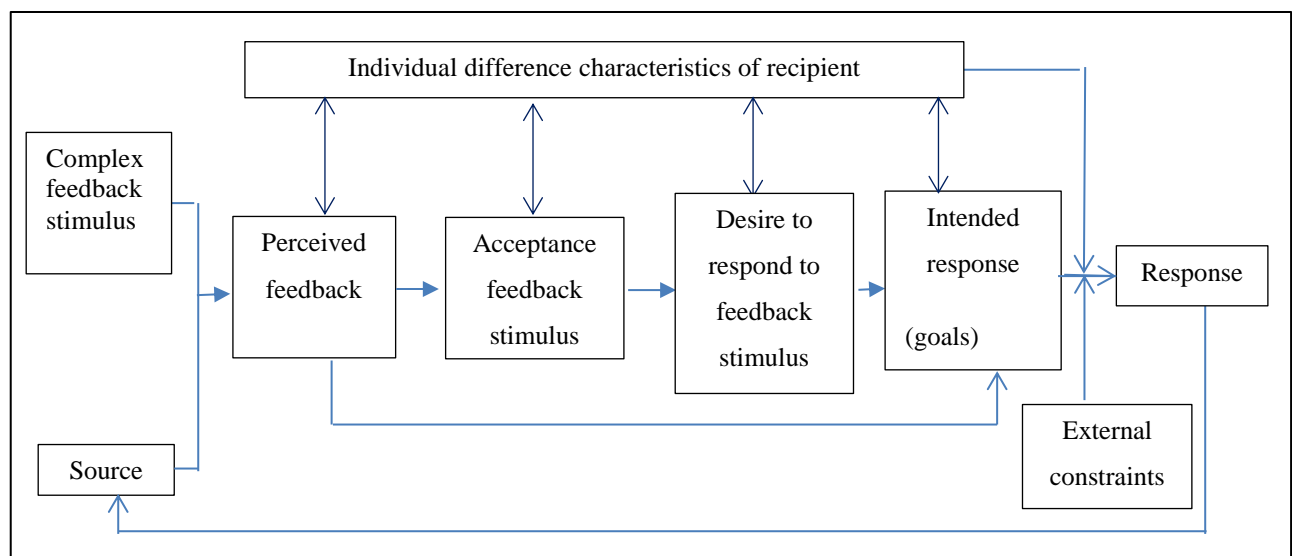


Figure 4.3: Ilgen *et al.* (1979, p. 352) feedback model

Tuytens and Devos (2011, p. 892) studied the importance of transformational and instructional leadership for the utility of feedback. In doing so, they built a conceptual framework based on Ilgen *et al.*’s feedback model (1979). Since their study focused only on the characteristics of leaders, they limited the detailed psychological processes of recipient behaviour to three main reactions; perceived feedback, intended response and actual response, as illustrated in Figure 4.4.

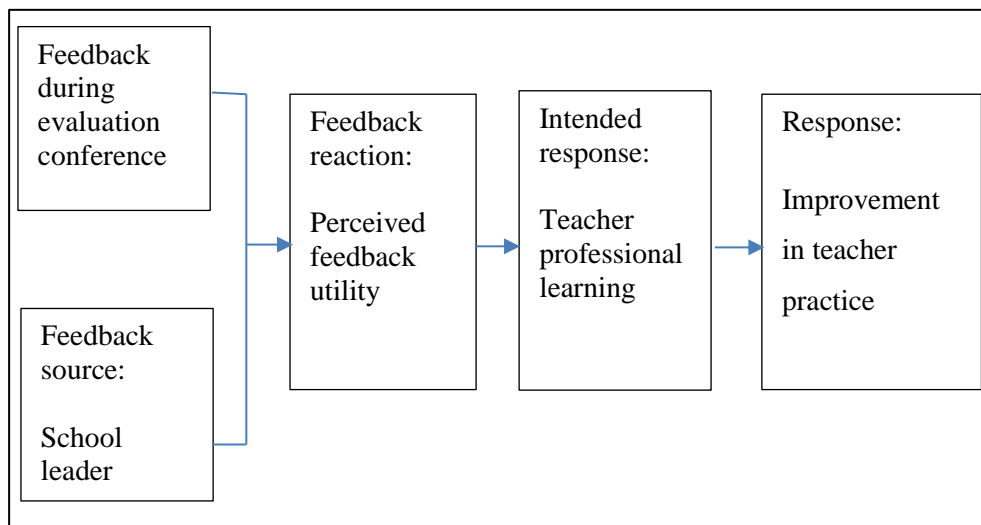


Figure 4.4: Feedback conceptual framework derived from Ilgen's (1979) feedback modeln (Tuytens & Devos, 2011, p. 892)

Since this research explores teachers' perspectives on the implemented TE and investigates their behaviour towards the received feedback, teacher characteristics (age, teaching experience, education level, department and nationality) are all included as independent variables in the feedback model. As shown in Figure 4.5, these factors may influence teachers' attitudes.

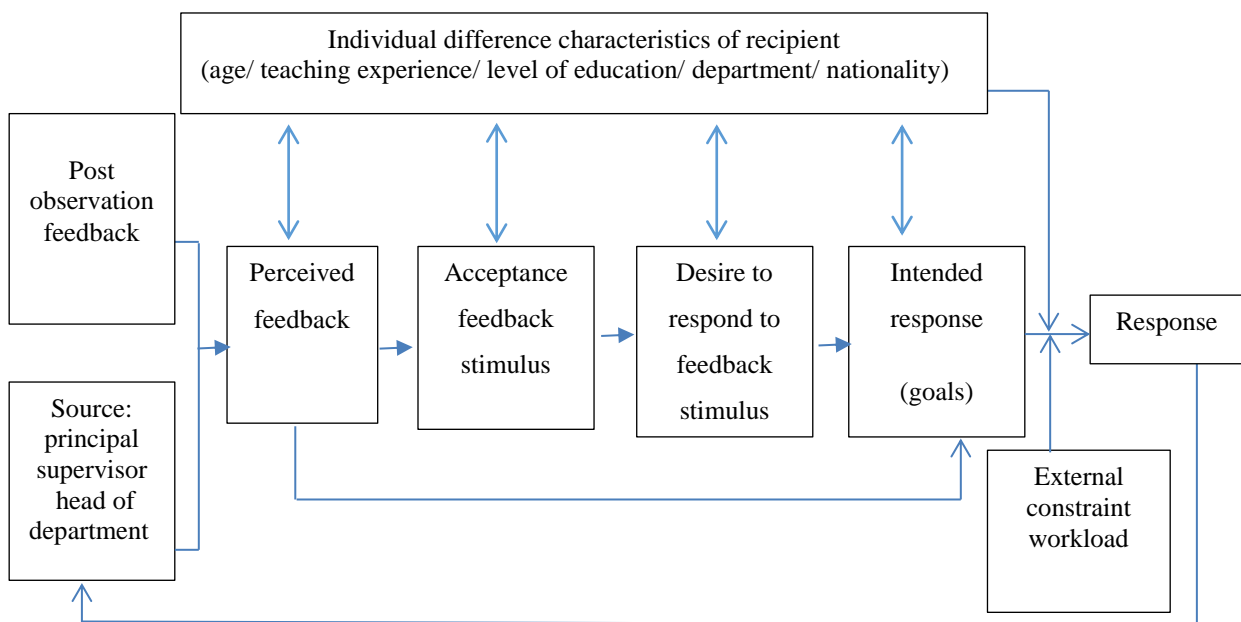


Figure 4.5: Ilgen's feedback model and research variables (1979, p. 352)

4.11.3 Expectancy theory

Ilgen *et al.*'s feedback model clarifies the mechanism of TE feedback. Teachers' responses to the feedback provided by their evaluators are influenced by the expected TE outcomes (i.e. bonus, career advancement, sanctions) and by teachers' needs for recognition or PD. Based on 25 years of research on human and work motivation, Locke (1991, p. 289) devised a series of motivational theories in a comprehensive sequence (as depicted in Figure 4.6), which illustrate the phases of motivations, starting with human needs and ending with satisfaction. Expectancy theory is situated at the centre of the sequence in 'the motivational hub'.

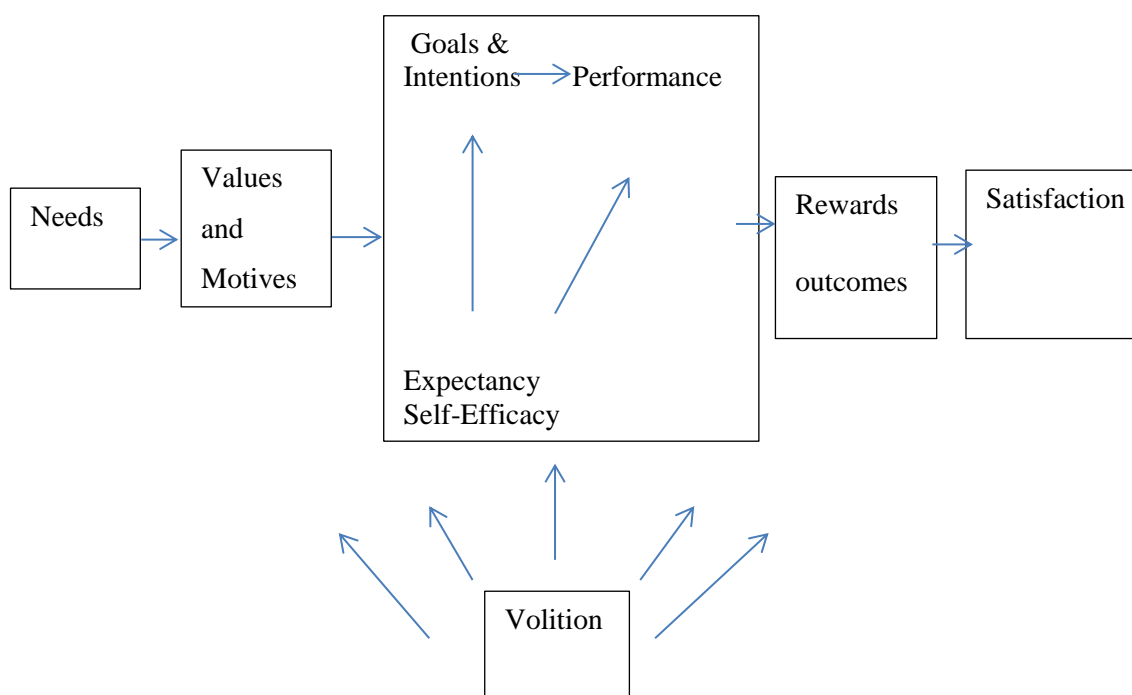


Figure 4.6: The motivation sequence (Locke, 1991, p. 289)

Historically, the expectancy model was psychologically oriented. During the 1960s, Victor Vroom formulated the expectancy theory approach, which was specifically aimed at the work environment. Discussing adult motivation in the workplace, Vroom's model was designed to predict satisfaction and has been used as a theoretical foundation for a number of studies in psychology, organisational behaviour and management accounting (Hoy & Miskel, 1996).

According to expectancy theory, in order to motivate teachers, TE feedback should make an acceptable performance distinguished and appreciate teachers' efforts. Thus, feedback should provide teachers with valued and appropriate outcomes. For instance, for short-term impact, feedback may provide teachers with helpful information during a post-observation conference. For the longer term, on the other hand, teachers expect that frequent positive

feedback on their performance will lead to promotion or monetary rewards, with the reward preference depending greatly upon the individual's characteristics.

Marchington & Wilkinson (2009, p. 459) concluded that according to expectancy theory, employees contemplate three questions:

‘Can I perform at this level if I try?

If I do manage to perform at the set level, what are the consequences?

How do I feel about the consequences of the action?’

These questions were considered in the semi-structured interviews (see Appendix F), in order to examine whether teachers' evaluation meets their expectations. Thus, motivation in this research is defined as ‘the driving force’ that teachers ‘use to achieve goals, in order to fulfil personal needs and expectations’ (Hartle, *et al.*, 2002, p. 31).

4.11.4 Leadership characteristics

TE policy in Kuwait delegates the responsibilities for TE to three leaders: principals, heads of departments and supervisors. This hierarchical managerial accountability needs to be examined to ensure that teachers receive adequate support to improve their practice, and to explore their influences on teacher agency. According to educational theories, leadership characteristics are a key element in teachers' evaluation. Both instructional and transformational theories focus on leaders' role in helping teachers to improve professionally (Earley & Weindling, 2004, p. 15). Conversely, TE literature (detailed in Section 2.10) largely indicates that informal sources (i.e. peers and teachers themselves) are more influential on teachers' PD than hierarchical evaluators (Santiago & Benavides, 2009; NEA, 2015a). From a critical realist perspective, Porpora's (2015, p. 98) model considers that the ‘relation between social position and social construct’ shapes social structure.

Moreover, it could be argued that the interaction between evaluatee and evaluator (social position) during the post-observation conference (social construct) can significantly influence teachers' agency. Therefore, the interviews with teachers explored their perceptions of the evaluators' roles and numbers, and the content of the feedback these evaluators provide during the post-observation conferences.

4.11.5 Interviews

Many researchers agree that interviews are suitable for research in social studies and that they provide a mechanism to respond to the cognitive research questions of *why* and *how* (Ribbins, 2007; Hobson & Townsend, 2010). Furthermore, interviews enable contact with the stakeholders who are directly involved in the research issue. It offers participants genuine opportunities to express their opinions and ensures that their perspectives are appreciated. As such, when compared with other research methods, interviews are considered to have ‘higher response rates’, regardless of the time, effort or cost involved in conducting them (Hobson & Townsend, 2010, p. 227).

Epistemologically, the critical realist stance advocates the use of qualitative data, because this strongly contributes to the discovery of the reality of ‘people’s subjective experiences and attitudes’ (Peräkylä & Ruusuvuori, 2011, p. 529), which is one of the key aims of this research. Considering that ‘critical research is a means of empowering the oppressed’ teachers (Grogan & Simmons, 2012, p. 31), and considering that teachers are lower on the hierarchy than their evaluators, I felt it was important to investigate the teachers’ perspectives concerning the mechanisms of TE and whether it provides them with PD as intended (details in Section 5.4.1).

I conducted the face-to-face interviews with twelve primary school Science teachers from four schools within the same district. Four supervisors from the same district and department were interviewed alongside the twelve Science teachers, which may provide ‘contradictory or overlapping perceptions’ (Rubin & Rubin, 2005, p. 67). The interview questions were based on the research objectives to investigate causal power within the mechanism of TE that influences teacher agency (Cohen, *et al.*, 2013). However, from the previous part of the theoretical framework, three theories arise in addition to Porpora’s conceptions of social structure (detailed in Table 4.4), namely, feedback, expectancy and leadership (Sections 4.11.2-4). These contribute largely to identifying the main components of TE structure.

Semi-structured interviews are probably the most common type of interview (Coleman, 2012, p. 252). The interviews consisted of a combination of closed and open-ended questions, with the closed questions being quoted from the TALIS questionnaire. The open-ended questions were based on the theoretical framework as explained in Section 4.11 (see also the interview form in Appendix F). To conclude, Table 4.10 below lists the interview questions, focuses and their sources.

Structure entities (Porpora, 2015, p. 108)	Source or theory	Interview questions focus	Type of question
‘Law-like’/ statistical relations of TE	Quoted from TALIS survey	Frequencies of feedback and its sources (the evaluators and their positions)	Closed
		Description of teachers’ appraisal in terms of the following: <ul style="list-style-type: none">- Purposes (accountability/PD)- Fair/ helpful- Job satisfaction/ Security	Closed and open ended
‘Stable patterns or regularities of behaviour’	Ilgen <i>et al.</i> ’s (1979) feedback model	The mechanism of TE feedback that teachers received from their supervisors in the post-observation conferences	Open ended
‘Rules (or schemas) and resources (material or subjective) that structure behaviour’	Expectancy theory	Impact and outcome of TE on teachers (monetary and non-monetary incentives)	
‘(Material) relation between social position and social construct’	Leadership theory	<ul style="list-style-type: none"> - Characteristics of the feedback that teachers received from each of the evaluators (principal/head of department/supervisor) - Characteristics of having three evaluators in the process of TE in Kuwait 	

Table 4.9: Interview questions focus and their sources

4.11.6 Pilot study

The pilot study for the second phase of the research was conducted to check the face validity of the interview instruments. Teachers and supervisors were asked to provide their opinions on ‘whether the questions asked look as if they are measuring what they claim to measure’ (Cohen, *et al.*, 2013, p. 204). In addition to crosschecking the findings to examine the

reliability of the instrument, particularly for the closed questions, the participants' responses to the open-ended questions may vary dramatically based on their own experiences. In light of this, the researcher's task was not only to report the common responses, but also to highlight the concerns of all respondents (Bush, 2012).

4.12 Documentation

According to McCulloch, a document can be defined as 'a record of an event or process' (2013, p. 248). The current research investigated the texts of the current policies for TE in both Kuwait and England. Documentation is considered an integral part of educational leadership research, particularly when it comes to policies at the macro level (Fitzgerald, 2012). For the current research, the TE policy provided a comprehensive awareness of the TE mechanism within state schools. Thus, Chapter Five highlights the significant role of the policy and compares the conceptual frameworks of TE policies in Kuwait and England, providing significant insights into TE in a developed country.

The aim of the content analysis of the documentation is not only to collect data on TE policy, but also to allow for triangulating data with the questionnaire and interview findings, which are considered pivotal methods for validating data. Triangulation is a way to achieve trustworthiness and validity by comparing many sources of evidence to determine the accuracy of information or phenomena (Bush, 2012).

Cohen *et al.* (2000, p. 113) examined four types of triangulation that are used widely in educational research, namely time, space, investigator and methodological triangulation. It is apparent that the first term of each concept represents the variable factor in the process. Scaife (2004, p. 72) distinguished two primary types of triangulation, namely 'triangulation by procedure' and 'triangulation by researchers', the use of which depends on whether the difference in data gathering is due to the researcher or procedure.

'Methodological triangulation' and 'triangulation by procedure' have similar meanings, where the research tool is the variable. Moreover, many researchers have considered these forms of triangulation as the most powerful techniques for validity assurance (Cohen, *et al.*, 2000; Scaife, 2004). As this research is a PhD thesis, it is necessary to thoroughly consider which approach is more appropriate for the context. For the current research, I have deemed it appropriate to adopt 'triangulation by procedure', and I have used three separate data sources, namely; (1) the teachers' perceptions as expressed on questionnaires and in interviews, (2) the

supervisors' perceptions as expressed in the interviews, and (3) documentary analysis of TE policies. I have analysed and interpreted the findings from each source separately and eventually merged the significant data from these sources in Sections 8.3-4. Data validation is provided in Table 8.1. Triangulation facilitates interpretations of the causal power that influences teacher agency within TE mechanisms in Kuwait without the risk of overlooking minor findings.

4.13 Reflexivity

Gall *et al.* (2007, p. 24), define reflexivity as the 'focus on the researcher's self as an integral constructor of the social reality being studied.' This focus may diminish or flourish in the positivist or interpretivist approaches respectively. As far as the current research is concerned, I applied the mixed methods approach, particularly since the influences of the researcher's assumptions, beliefs and biases seem to be unavoidable in the qualitative phase. These influences stem from prolonged engagement with and experience in the process of teachers' evaluation in Kuwait.

In my personal experiences as a teacher, goals revolved around securing students' achievement and the evaluators' satisfaction. Furthermore, the supervisor position is deemed to be highly privileged within the education domain and, although this position brings a well-respected and influential voice within the school, it also carries the burdensome task of rating teachers in summative reports at the end of each school year. This, in itself, can be a relatively painstaking process, requiring the strictest of confidentiality

As a teacher, there were times when I had constructive meetings with my evaluators, in which I agreed with many of their views. The generative mechanism of teachers' evaluation may counteract the achievement of teachers' PD, partly due to the policy restricting teachers' roles. Once I had reviewed the literature and theories on TE, research paradigms and method convinced me to adopt a critical realist stance to uncover any problematic restrictions in the teachers' roles within the practices of PD in Kuwaiti state schools.

My topic selection shows clear bias. I picked a topic that is familiar to me and that I, therefore, already had opinions on. Moreover, as a former teacher and current science supervisor, I am a member of the population I am studying. I did, however, endeavour to separate my two roles as a researcher and as an insider for the current research (Kanuha, 2000). In particular, when conducting interviews with teachers, I did not want my supervisory

position to have an effect on their opinions. My aim was to ‘develop trust with participants’ (Creswell & Plano Clark, 2011, p. 99), and to eliminate any sort of power differential between us, to allow them to express their own perspectives. However, spending some time away from schools for about four years mitigated such worries, as I no longer felt any supervisory responsibilities, although my previous supervisory position did allow me easy access to schools and supervisory departments.

My choice of research design also shows bias. I adopted a quantitative method during the first research empirical phase. Given my background as a physics teacher, I am inclined towards quantitative methods, however, this does not conflict with other research on TE, where quantitative methods have been common (e.g. Tuytens and Devos, 2011, and Delvaux, *et al.*, 2013). In order to provide an extensive and rich explanation for the practices of PD in Kuwait, the quantitative work was followed by interviews in the second phase of the research. As this current research is concerned with revealing the causes that constrain teachers’ agency, the perceptions of the participating teachers have been analysed with the utmost transparency and credibility. The perceptions of all the teachers and supervisors were taken into account, with none of the data left out. Chapter Seven presents the complete interview findings, while Chapter Eight provides the discussion that arises from the findings from the questionnaire, the interviews, and the documentary analysis of the conceptual TE policy in Kuwait and England. For the interpretation of the findings, quotes from teachers and supervisors were used extensively to provide further transparency and to emphasise the contributions of the participants.

4.14 Ethical Considerations

Ethics is defined as the ‘moral principles that govern a person’s behaviour or the conducting of an activity’ (Oxford Dictionary, 2015, p. 130).¹³ For me, both personally and professionally, these principles stem, primarily, from a personal, religious background, and my own moral values, which ensure that this research was conducted as faithfully and honestly as possible. Within any research process, the issue of ethical considerations occupies a central position. These considerations initially take place when accessing information and

¹³ For ‘ethics’, the term *Akhlaq* can be used as the appropriate translation in Arabic. As for ‘work ethics’, the term is much broader than that, since the field is multi-dimensional and refers to different realms of life, including social, political and economic realms. Islamic work ethics can refer to a number of values or a system of beliefs that stem from the Qur’anic and prophetic *Sunnah* in relation to professionalism at work and working hard. In terms of hard work, the prophet says ‘Allah verily likes if one of you does his job thoroughly and proficiently’ (Ahmad & Owoyemi, 2012).

obtaining consent. However, it also comprises the ‘appropriateness of topic, design, methods, [and] guarantees of confidentiality’ (Cohen, *et al.*, 2013, p. 83). The previous sections provided the rationale for applying the CR paradigm (Section 4.5), the research design (Section 4.6) and methods (Section 4.7-11). In addition, I provided an analysis of the potential biases in conducting my thesis in Section 4.13 (Reflexivity).

Furthermore, by adhering to the British Educational Research Association’s Ethical Guidelines for Educational Research, I assumed certain responsibilities towards the participants, the sponsors of the research, the community of educational researchers and educational professionals, the policy makers, and the general public (BERA, 2011). I have thoroughly reviewed these guidelines and have followed their guidelines wherever they have been applicable in this present thesis.

For this research, every teacher within the chosen primary schools was given the opportunity to participate, regardless of their demographic descriptions. Participation in the questionnaire and interviews was completely voluntary, and no incentives were provided. The response rate for the questionnaire was almost 60%. Moreover, in both the questionnaire and interview stages, consent of the participant was sought before any involvement in the actual research took place. During this process, I included a cover page, providing details of the main purpose of the research, the importance of the respondents’ participation, the assurance of anonymity throughout the entire process, data confidentiality, and the right to withdraw at any time (Appendices B & F). In addition, both of the questionnaire and interview forms were translated into Arabic (Appendices E & H) (detailed in Section 4.10.4), and face validity was applied by the teachers and supervisors from the same context in order to enhance the transparency of the research instruments employed (detailed in Sections 4.10.5 & 4.11.6).

During the interview, participating teachers were asked to describe the feedback they had received from their evaluators. This was another aspect of the interview stage that needed to be taken into account, as their answers could, potentially, place them in a vulnerable position. To resolve any potential issues with specific regard to this question, the decision not to use a tape recorder was made, and the confidentiality and anonymity of the process was re-emphasised with each participant. In addition, I assured each participant that the data collection was secured and would be used only for the purposes of this specific research.

Throughout the data collection and analysis, teachers and supervisors were referred to by numbers (1, 2, 3, etc.). As such, all the data was anonymised and stored in secured filestores in the Remote Application service (RAS) within the IT service provided by Newcastle

University. Access to these filestores can only be gained through the use of a personal ID and password combination, thus making the data collection secure.

It should be said that prior to conducting the empirical research, the interview schedule and timetable of the researcher was made available to a colleague, so that at any given time, the location and activity of the researcher was known. In addition, to ensure safe access for the researcher to all the governmental schools involved, approval for the research design and approach was obtained from my research supervisor. This was provided in letter form which was then used in an introduction to the MoE. From this introduction, authorisation letters were then obtained from the MoE itself. The questionnaire (Appendix E) and interview (Appendix H) forms were stamped and approved to be applied in the field, with full consent, by the MoE and local districts.

4.15 Summary

This chapter has provided an overview of the philosophical assumptions when conducting TE research within the post-positivist, constructivist and pragmatist paradigms. It outlined the rationale for adopting a critical realist paradigm, summarised in two main points: first, the critical realist ontological and epistemological perspectives facilitate an effective understanding of the phenomenon of PD, and second, CR is an appropriate paradigm to meet the main aims of the research, proposing changes and improvements to enhance PD in Kuwait in terms of teacher PD (Egbo, 2005). The chapter has provided the rationale for applying mixed methods design and comparative analysis of the TE policies in Kuwait and England. The mixed methods design and the comparative analysis provide extensive and intensive data to identify constraints on and enablement of the TE structure on teachers' agency and these methodologies contribute to explaining the stratified realities in complex open educational social activities (Sayer, 1992; Bhaskar, 1993).

The chapter described the theoretical framework, which is built on feedback and expectancy theories, and which draws on Porpora's (2015) conceptualisation of social structure (detailed in Section 4.5). It focussed on the mechanism of feedback provided by supervisors, the evaluators' positions, roles and numbers, and intrinsic and extrinsic incentives.

The chapter also provided justification for data validation. For the quantitative data, I applied a well-designed TALIS questionnaire and I validated the translated questionnaire within the Kuwaiti context by verifying face, content and construct validity. In addition, I conducted a pilot study and triangulated the data from the interview findings. For measuring the internal

reliability for the questionnaire items, I applied the Cronbach Alpha coefficient. Finally, the chapter concluded with ethical considerations. The next chapter provides the findings from the comparison of TE policies in Kuwait and England.

Chapter Five: A Comparison of TE Policies in Kuwait and England

5.1 Introduction

This chapter focuses on specific TE policies. Researchers have confirmed that TE policy often guides practices in schools regarding both PD and accountability (Danielson & McGreal, 2000; Middlewood, 2001). Porpora's (2015) conceptualisation of social structure, which is outlined in Table 4.4, highlighted the significance of rules and resources in enabling or constraining teacher agency. This chapter provides a comparative conceptual analysis of TE regulations in Kuwait and England. The comparison is based on Bereday's (1966) model, as it is considered the most appropriate approach for comparative studies (Bray, *et al.*, 2007). The model emphasises the need for an understanding of the underpinning cultural factors as part of the comparative process. Chapter Three identified and discussed the relevant cultural/economic factors in both Kuwait and England.

This chapter starts with a definition of policy in general from two perspectives; as a tool for problem solving and as a process. Thereafter, attention is turned to teachers' evaluation policy, and the global and economic factors that influence trends in the development of TE policies are identified and evaluated.

5.2 Policies on Teacher Evaluation

There are three main interactive factors that can underpin TE outcomes: 'technical, organisational and political' (Darling-Hammond, 1990, p. 19). Technical factors include all the procedural steps taken in the implementation of the process, such as evaluation methods, evaluators' positions and their expertise, sources of feedback, and the role of the teachers. Organisational factors determine the control and monitoring of performance reviews, the level of centralisation in decision making, and the distribution of rewards. Governments in most countries are responsible for funding local schools and education is one of the fundamental responsibilities of any administration. Political considerations, therefore, inevitably, come into play in any decision making processes that involves ensuring teacher effectiveness and consequent increases in student achievement (Danielson & McGreal, 2000).

The definition of a policy concept is based on two theories. The first is 'problem-solving', which concentrates on the policy-maker's efforts to provide solutions for certain problems. However, there are two limitations to this approach: the 'socio-cultural dynamism' of the

policy process is neglected, and this is in addition to the ‘over-determinism’ of policy actions that comes with it (Nudzor, 2009, p. 85). The second theory considers policy as a process, steered by the social agencies in the educational domain, and guiding the primary steps in constructing a policy (*ibid.*). In terms of the conceptualisation of a robust and pragmatic policy, both approaches should be considered. In this research, TE policy is defined as a process which is ‘fraught with choices, and involves adopting certain courses of actions while discarding others’ (Rui, 2007, p. 261), aimed at providing solutions and alternatives for the technical and organisational frameworks of TE.

Global and economic agendas influence national TE policies. An example is the emergence of international student assessment, which started in the early 1960s, with the International Association for the Evaluation of Educational Achievement (IEA) conducting the first study amongst 10,000 students from 12 education systems. Since 1999, the OECD has also conducted a series of international assessments (Pelgrum, 2011, p. 271; IEA, 2011).

These standards offer a comparative approach to the competencies deployed across a globalised world which, in turn, may incentivise countries, particularly industrial and developed ones, to regularly revise and reshape their policies in relation to TE. For instance, Germany launched mandatory performance tests as a reaction to unsatisfactory results in two international assessments, TIMSS and PISA, in the early 2000s. Professional feedback was provided to schools and teachers in relation to their students’ performance on mandatory tests. A study by Maier (2010) revealed that Maths teachers in two German secondary schools felt the feedback they received was helpful and beneficial. However, state mandatory testing methods have been used in both the UK and the USA for a long time and confirm that globalisation accelerates the transformation of policies before reaching the national context (Rui, 2007).

With respect to economic factors, policy-makers ‘have been driven by a neo-liberal business’ model, due to the overwhelming success of the private and economic sector in minimizing expenses, whilst preserving a high standard of quality for their global productions (Larsen, 2005, p. 301). Economists have stated that solving public educational enterprise deficiencies could be achieved by adapting businesses strategies, and not vice versa (Bottery, 1989).

Researchers illustrate two main manifestations of economic globalisation influence on TE policies. The first of these is the adoption of ‘performativity’ culture that now ‘pervades teachers’ work’ (Jeffrey, 2002, p. 531), and within which TE is considered a significant tool. A substantial element of TE policy is oriented towards public accountability goals, based on

the assessment and judgement of teacher performance, and is often related to PRP. Secondly, a concept of standardised, efficient, teaching practices is currently utilised in the UK and the USA. The policy can be described as ‘the authoritative allocation of values’ (Easton, 1965, p. 3) but these trends add further pressures on teachers to fulfil defined standards and values. As a result, the policy may stifle the creativity of teachers’ practices, and create ‘prisons of constraint’ for teachers or evaluators who lack confidence in their own abilities, as discussed in Section 2.6 (Day, 1999, p. 98).

Nevertheless, global competition contributes positively, in the sense that it raises the interest of countries in adopting a philosophy of continuous quality improvement, and in raising teachers' effectiveness (OECD, 2013). Nationally, politicians strive, to the best of their abilities, to implement successful policies, which could both serve their political needs ‘such as presenting themselves to voters’, as well as achieving improvements in standards (Ayoubkhani, *et al.*, 2010; Alexander, *et al.*, 2010, p. 458). Policy can be seen, in addition, as ‘a form of intended and actual social action’ (Blackmore & Lauder, 2011, p. 190).

In the educational field, there is a prolonged period between the stages of launching a policy and implementing it in classrooms and schools, both in actual time and in changing organisational attitudes to the point where the policy can be successfully applied. In the intervening period, teachers and evaluators may misunderstand the intended goals, retain affinity with the ‘terminated’ policies, and continue adhering to their previous practices. Consequently, they may hinder the achievement of the genuine goals of PD that are part of TE policies (Rui, 2007, p. 247).

A key focus of this research is to evaluate teachers’ perception of TE as implemented in the Kuwaiti context. An understanding of the TE policy is essential at this stage of this research. Although educational policies, at any level, cannot be seen in isolation, how they are reshaped as a result of the interaction with the global and economic trends explained above is a particularly pertinent area for investigation. Accordingly, economic factors and organisational style in each country has been dealt with in Chapter Three.

Educational policy is multi-dimensional, with Ball (1993) effectively examining it from two perspectives; ‘policy as text’ and ‘policy as discourse’. ‘Policy as text’ includes all formal written communications in any format, which developed countries usually spread via well-established official websites, while others circulate manually for, and through, school principals. These written materials will undergo multiple revisions, so that the public can receive a comprehensible version. However, there is a consensus amongst researchers that

‘policy as text’ is open-ended and undetermined (i.e. not finalised or subject to revision) (Larsen, 2005). As such, it is still open to different interpretations from agencies and policy-makers themselves (Ball, 1993; Gasper & Apthorpe, 1996; Rui, 2007; Blackmore & Lauder, 2011).

‘Policy as discourse’ is even more interpretative than text because it is an ‘ensemble of ideas, concepts and categories through which meaning is given to phenomena’ (Gasper & Apthorpe, 1996, p. 2). In addition, discourse represents the application of policy as text in different situational contexts, and ‘sees policy as part of a wider system of social relations’ (Blackmore & Lauder, 2011, p. 191). Hence, researchers who are concerned with developing policies will use discourse analysis to compare the intended normative text policy and what is actually achieved in the field, as well as proposing alternatives to suit the social-economic context (Luke, 2002).

5.3 A Comparison of TE Policies in Kuwait and England

Due to global and economic influences, comparative studies of educational policies are ‘progressively oriented toward training needs and skill development strategies’ (Rui, 2007, p. 257). The present research provides a comparison of the conceptual framework in a developed country, England, and a developing country, Kuwait, and will add a new perspective to TE research findings. The analysis begins with a description of the formal, static, and linear elements of the TE process within each context. This provides a limited explanation upon which to build a clear ‘structural-functionalist model’ (Dimmock, 2007, p. 285). To provide an explicit understanding of the mechanism of TE in Kuwaiti, a mixed methods approach is applied to examine teacher and supervisor perceptions on TE purposes, frequency, focuses and impact, and will contribute towards enriching the research with informal data from relevant sources.

This research employs Bereday’s (1964) model for comparative education studies, since it ‘has been widely cited and appreciated’ (Bray, *et al.*, 2007, p. 363). The model consists of four phases: ‘description, interpretation, juxtaposition, and simultaneous comparison’ (Manzon, 2007, p. 87). The next section begins with a description of TE policies in both Kuwait and England, within significant parameters that are detailed in Section 5.4. They are presented in a tabular format to illustrate the juxtaposition between the two policies and regulations for each key point. This presentation identifies the points of similarities and differences in the two contexts. Bereday’s (1964) model indicates that the interpretation phase

is concerned with the investigation in terms of the ‘economic [and] social’ factors, which underpin certain notions of what is under investigation in this study. These factors are highlighted in Chapter Three, as they are the major factors influencing the praxis of TE policies because they occur between teachers and evaluators. The contention as to the importance of these factors is also to be found in Dimmock and Walker (2005) and Jeffrey (2000).

5.4 Comparative Analysis of the Key Elements of TE Policies in England and Kuwait

To enable cross-cultural research, common parameters or concepts within the contexts under investigation are a prerequisite for a comparison paradigm (Manzon, 2007). Researchers of TE policies indicated key factors in a TE policy as being: purposes, evaluators, teachers’ standards, setting appraisal objectives, methods, frequency of evaluation, summative evaluation and rating, impact on PD, consequences of accountability, and responses to the underperformance of teachers (OECD, 2009a; Santiago & Benavides, 2009; Isore, 2009).

In the next sections, a comparison between the TE policies in Kuwait and England is outlined, based on a review of the current policies as published in the official written documents produced by the DfE in England and the MoE in Kuwait. The focus is on identifying the similarities and differences between the two policies.

5.4.1 Purposes of TE policy

England	Kuwait
- Appraisal is ‘a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively’; it helps ‘to ensure that teachers are able to continue to improve their professional practices’ (DfE, 2012a, p. 4).	- ‘TE is a tool used to help us ascertain the level of effort exerted and the accomplished performance in achieving the goals of the institution. In addition, it is used to identify the problems and obstacles that hinder the achievement of such goals (so as to avoid them), to raise the level of performance and to improve the outcomes’. - ‘The success of any institution is contingent on the ability of workers, in terms of bringing about change, developing the pre-set plans, as well as achieving the goals.’ - ‘The teacher performance evaluation aims to accurately and objectively monitor the employee's performance throughout the academic year’ (MoE, 2011, p. 6).

Table 5.1: The general purposes of TE policies in England and Kuwait

TE policy in England includes a limited, concise, articulated statement of goals, centres solely on teachers' PD, and comprises components that prioritise the individuals' needs for support and development. It emphasises that continuous improvement can be achieved through a formative process.

In contrast, the aims of the Kuwaiti TE policy is comprised of three main points articulated in Table 5.1. The first two standards focus specifically on organisational needs, such as the mechanisms for quality assurance and pre-set institutional goals. However, the last point of the three indicates the formative nature of evaluation throughout the year. A major difference between the two policy documents is that the English statements, aims and regulations are specific to teachers, whereas the Kuwaiti aims are for all workers in the MoE.

5.4.2 Teachers being assessed

England	Kuwait
TE regulations apply to all teachers employed by the school or LEA, except for the following: 1- Teachers undergoing an induction period (i.e. Newly-Qualified Teachers (NQTs). 2-Teacher employed for less than one school term. 3- Teachers who are subjected to capability procedure (DfE, 2012b).	TE regulations are applied to all teachers employed by the MoE (2011). However, the summative appraisal does not apply to a teacher who has only worked for less than 100 days without holidays (Civil Service Council Resolution 36/2006).

Table 5.2: Teachers assessed in the TE policies in England and Kuwait

There are similarities between the TE policy in both England and Kuwait, since evaluation applies to all teachers. In addition, the final assessment does not apply to newly appointed teachers with less than 100 days in Kuwait and less than a term in England.

5.4.3 Evaluators

England	Kuwait
- The head teacher is responsible for appraising teachers in their schools.	Responsibilities of TE are shared between three official evaluators, as follows:

<p>- The governing body is responsible for ensuring the head teacher's duties are complete, thus it is involved indirectly in ensuring the teacher appraisal process takes place (DfE, 2012a).</p>	<p>- The school principal is responsible for evaluating all schoolteachers, and may delegate some of these duties to the deputy principal.</p> <p>- The head of department is responsible for evaluating all teachers in their department.</p> <p>- Supervisors (external evaluator) from the local district are responsible for evaluating a number of teachers, particularly those sharing the same specialism as themselves.</p> <p>(All three parties contribute to the summative evaluation, 40% for each principal and supervisor, 20% for the head of department, of the total result) (MoE, 2011).</p>
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Table 5.3: The evaluators in TE policies in England and Kuwait

There are certain similarities in both cases in terms of the positions held by evaluators. The responsibility for evaluating teachers rests with the line manager, in England (this can be the head teacher, though normally only in smaller schools), and it is the head of department in Kuwait. However, the crucial difference between the two policies lies in the fact that in Kuwait, there are three official evaluators as described in Table 5.3, while in England it is the responsibility of the head teacher, who is, in theory, closely monitored by the governing body.

Further differences lie in the fact that, in England, the TE process takes place entirely within the boundaries of the school. The head teacher is responsible for the provision of an evaluation plan within the general framework of the proposed evaluation policy. The regulations suggest that the head teacher should 'consult staff on their appraisal and capability policies' (DfE, 2012b, p. 3).

5.4.4 Teachers' standards

England	Kuwait
<p>- The following are the stated 2012 Teachers' Standards, divided into two parts:</p> <p>'Part one: Teaching</p> <p>A teacher must:</p> <p>1- Set high expectations which inspire, motivate and challenge pupils.</p> <p>2- Promote good progress and outcomes by pupils.</p>	<p>The following are the translated stated 2012 teachers' standards in Kuwait.</p> <p>'First: elements of individual performance efficiency:</p> <p>- School attendance.</p> <p>- The volume and accuracy of work.</p> <p>- Taking responsibility and the ability to act.</p>

<p>3-Demonstrate good subject and curriculum knowledge.</p> <p>4- Plan and teach well-structured lessons.</p> <p>5-Adapt teaching to respond to the strengths and needs of all pupils.</p> <p>6- Make accurate and productive use of assessment.</p> <p>7- Manage behaviour effectively to ensure a good and safe learning environment.</p> <p>8- Fulfil wider professional responsibilities.</p> <p>Part two: Personal and Professional Conduct</p> <p>1-Teachers uphold public trust in the profession.</p> <p>2-Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>3-Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities’ (DfE, 2013e, p. 10).</p>	<ul style="list-style-type: none"> - Compliance with the administrative instructions and regulations. - Maintenance of public property. - Commitment to professional ethics. - Mastery of the scientific material. <p>Second: elements of collective performance efficiency:</p> <ul style="list-style-type: none"> - The level of cooperation with colleagues and team members. - The level of knowledge and skills transfer to others. - Familiarity with the general educational goals. <p>Third: elements of personal ability efficiency:</p> <ul style="list-style-type: none"> - Appearance and adherence to appropriate professional conduct. - Openness to criticism and suggestions. - Ambition and dedication to self-development’ (MoE, 2011, p. 4).
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Table 5.4: Teachers standards in TE policies in England and Kuwait

It is clear from Table 5.4 that both the TE policies in England and Kuwait include specific national teacher standards that describe what each teacher is expected to achieve and which practices they must apply in their work that can, subsequently, be observed and measured by evaluators (MoE, 2011; DfE, 2013e). However, there are significant differences in the content and priorities in each context. In England, the standards are divided into two main sections; Teaching, and Personal and Professional Conduct. In both sections, the main focus is on pupils learning and teaching practices. It is clearly learner-centred, as most elements refer directly to pupil learning and teaching practice. In contrast, the Kuwaiti teacher standards are teacher-centred. For example, the first section, as shown in Table 5.4, refers to ‘elements of an individual’s performance efficiency’, which focuses on teachers attendance and commitment to their administrative obligations. There is no reference to pupil learning. In England, the attendance element has been positioned at the end in the list of standards, possibly due to the fact that commitment in working hours is a defined matter, as teachers are

expected to adhere to school attendance regulations. However, in recent years, the MoE in Kuwait has been experiencing severe levels of absenteeism amongst teaching staff of up to 30% in some districts, which has had a negative impact on the educational process (MoE, 2014). It can be concluded that one of the priorities of choosing certain standards is to resolve the current absenteeism problem.

Some researchers describe the need to understand the context and circumstances pertinent to the country where the TE policy is applied. They argue that any attempt to reproduce the evaluation system of another country, regardless of how developed it is, is not necessarily adaptable to new environments (Dimmock, 2007; Bush & Middlewood, 2013). However, learning about other systems is important, particularly in terms of providing researchers with an opportunity to understand reality in their respective communities, and in order to compare this with what has been achieved elsewhere (Bray, *et al.*, 2007).

It is evident from Table 5.4 that another key point is that teaching standards in Kuwait are heavily focused on administrative matters and compliance with administrative instructions and regulations, while the English standards direct teachers' attention to the management of their classes as expressed in the injunction to 'manage behaviour effectively to ensure a good and safe learning environment'.

5.4.5 Setting TE objectives

England	Kuwait
<ul style="list-style-type: none"> - The head teacher must '(a) inform the teacher of the standards against which the teacher's performance in that appraisal period will be assessed; and (b) set objectives for the teacher in respect of that period' (DfE, 2012a, p. 3). - An agreement is reached about the objectives set between teacher and head teacher, and the objective should contribute to the school's educational improvements (<i>ibid.</i>). 	<ul style="list-style-type: none"> - At the beginning of the school year, supervisors review the general curricular aims and the subject objectives with teachers (Al-Khayat & Dyab, 1996). - Every teacher is accountable for writing the objectives for each lesson prior to teaching their class. The evaluators assess teachers' practices against lesson objectives during the classroom observation (<i>ibid.</i>).

Table 5.5: The TE objectives in England and Kuwait

There are fundamental differences in the process of setting TE objectives between Kuwait and England. In Kuwait, the process of setting TE objectives does not exist in any real sense. It is

limited by the initial exploratory visit conducted by the supervisors to the schools, during which they review the pre-set national curriculum objectives, normally detailed in the teacher's guide for every subject (e.g. Maths, Science and English) (Al-Khayat & Dyab, 1996). Nonetheless, some supervisors may add other objectives, such as involvement in extra-curricular activities, such as scientific competitions which are held yearly at district or ministerial level. Al-Yaseen and Al-Musaileem's study (2015) revealed that 90.4% of teacher participants did not have the right to choose these activities. This can be accounted for by the high degree of centralisation in decision-making in the educational system in Kuwait (Al-Sane', *et al.*, 2011; Winokur, 2014).

In contrast, in England, there is a genuine stage of setting appraisal objectives at the beginning of the TE cycle for every teacher. The head teacher and teacher come to an agreement on objectives, in terms of performance, but these objectives may be modified depending on school goals (NASUWT, 2013). The policy clearly states that teachers are to be informed of any changes to what has been agreed (DfE, 2012a). Setting appraisal objectives collaboratively fits in with the importance of differentiating between teachers' effectiveness, taking into account teaching experience, skills, and the characteristic of pupils and subjects. It is seen as imperative that any system takes into account 'the professional aspirations and interests of the teacher' (NASUWT, 2013, p. 1). These practices contribute to providing context-bound evaluation (Campbell, *et al.*, 2003).

5.4.6 Evaluation methods and frequencies

England	Kuwait
<ul style="list-style-type: none"> - Classroom observation is the main method for evaluating teachers, also teachers can be observed undertaking their responsibilities outside classroom. - Observation frequency 'depend[s] on the individual circumstances of the teacher and the overall needs of the school' (DfE, 2012b, p. 7). - Two types of observation can be applied; formal observation - carried out by the head teacher or other leaders and may be in the form of a drop in. The second pertains to peer observation by those with Qualified Teacher Status (QTS) (<i>ibid.</i>). 	<ul style="list-style-type: none"> - Classroom observation is the main method, teachers can be observed undertaking extra-activities outside the classroom. - Three official evaluators, principal, head of department, and the supervisor; each taking a minimum of two classroom observations during the academic year. - There are two types of classroom observation, the formal, conducted by official evaluators and peer review conducted by colleague teachers, these observations are recorded in an official

	document and considered one of the main responsibilities of the head of department.
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Table 5.6: Evaluation methods and frequency within TE policies in England and Kuwait

In both cases, classroom observation is the main method for evaluating teachers. It is also the most common method used in the majority of national TE policies (Santiago & Benavides, 2009; Isore, 2009). Table 5.6 illustrates that official evaluators and peers are accountable for the classroom observations they conduct. However, the TE regulations in England specify the conditions under which this peer review should take place. Such requirements are not specified in Kuwait, where it is the head of department's responsibility to document the registration of the peer review, as it is considered as essentially a method for developing teacher PD.

The key difference is the frequency of formal classroom observations. In Kuwait, both supervisor and principal must conduct at least two observations during the academic year. In addition, the head of department conducts at least four observations. TE policy in England allocates only one official evaluator, the head teacher, and the frequency of observation is linked to the feedback provided to teachers as detailed in Section 2.12.

5.4.7 The teacher evaluation period

England	Kuwait
<ul style="list-style-type: none"> - The appraisal period is twelve months, while for teachers who are employed for a fixed term contract or less, then 'the length of the period will be determined by the duration of their contract' (DfE, 2012b, p. 6) - The policy model proposes that the appraisal period may be shorter or longer, depending on the individual circumstances of their employment timing (<i>ibid.</i>). 	<ul style="list-style-type: none"> - 'The Teacher performance evaluation for each completed school year which starts in September and ends on August 31 of the following year' (MoE, 2002, p. 3). - The summative appraisal does not apply to a teacher who has worked for less than 100 days without vacations (Civil Service Council Resolution 36/2006) (<i>ibid.</i>).

Table 5.7: The TE period in England and Kuwait

There are similarities between the appraisal periods used in each country, in that the TE cycles last for one year. At the end of this period, the summative report is prepared. A year-long period is often the preferred duration for many of the evaluation policies used in different countries. For example, as pointed out in the report issued by the National Council on Teacher Quality, all US states apply an annual evaluation for teachers (NCTQ, 2014). Table 5.7 illustrates flexibility in the evaluation period in England according to school circumstances and teachers' contracts. However, in Kuwait it is a fixed policy defined by the minister and teachers with less than 100 working days not evaluated.

5.4.8 Summative evaluation and rating

England	Kuwait
<ul style="list-style-type: none"> - At the end of each appraisal period, the teacher is provided with a written report, which includes the following: - An assessment of the teacher's performance against the relevant standards and objectives that should contribute to the education of pupils in school. - An assessment of teacher's PD needs and measures to address these needs. - Where relevant, recommendation for pay progression, which needs to be made by the 3rd October, for teachers (DfE, 2012a). - All teachers are provided with an annual written report at the end of the appraisal period (<i>ibid.</i>). 	<ul style="list-style-type: none"> - The teacher summative performance evaluation report consists of three sections <p>Section one - The head of department mid-year evaluation:</p> <ul style="list-style-type: none"> - The head of department makes a record of their preliminary observations on the TE form during the first half of the academic year and then forwards it to the school principal to add his/her opinion. The evaluation form is sent back to the head of department to use in teacher performance follow-up until the end of the evaluation period. <p>Section two:</p> <ul style="list-style-type: none"> - This includes factual information about the teacher, including training courses, holidays, leave and absence, in addition to the offenses and penalties (if any), issued against the employee during the school year. <p>Section three – consists of two parts:</p> <ul style="list-style-type: none"> - Part 1: contains three key factors in the evaluation of teacher performance, individual performance, collective performance, and personal ability. - At the end of May, evaluators assess teachers using a numerical grading system with an assurance of accuracy and credibility during the marking stage. - The general grading scale is, 90 and more, Distinction; 75-89: Very Good; 55-74: Good; and 54 or less: weak). - The recommendations of the school principal and supervisor are recorded, and in due course so is any decision of the Personnel Committee (MoE, 2011).

	-The final reports are highly confidential and teachers have no access to their report and the final outcomes, except for underperforming teachers (<i>ibid.</i>).
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Table 5.8: Summative evaluation and rating process in TE policies in England and Kuwait

Both policies mandate summative evaluation reports with guidelines, as detailed in Table 5.8. There are differences in the process of collating the annual reports and the analysis of teacher roles. In Kuwait, there is a fixed annual summative form imposed by the MoE. It is applied to all teachers, regardless of the differences of their effectiveness, or the various factors underpinning teacher performance. The regulations include details on evaluators' roles in assessing teachers in the two phases (Table 5.8); written assessment in December and numerical assessment in May. There is a clear limitation on teachers' roles within summative evaluation in Kuwait. Teachers do not routinely access their annual summative reports as of right. In England, TE focuses on the role of the teacher and every one receives his/her personal report, with the opportunity to comment on evaluators views. Teachers are informed of their PD needs. In contrast to the uniform summative evaluation form in Kuwait, English schools have the freedom to choose the most appropriate and relevant model for themselves.

5.4.9 Responses of underperforming teachers

England	Kuwait
<ul style="list-style-type: none"> - The capability procedure is conducted for underperforming teachers. - A notice is given to an underperforming teacher concerning the formal capability meeting (at least five working days before the meeting). - A formal capability meeting includes identifying professional shortcomings, providing clear guidance for improvement, explaining the available support, setting out a timetable for monitoring, and formally warning that failure to improve within the set period could lead to dismissal. - The monitoring and review period includes formal monitoring, evaluation, guidance and support (DfE, 2012b). - Decision meeting: if an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the 	<ul style="list-style-type: none"> - Procedures to be followed in response to report indicating underperformance. (1) The personnel committee should inform the employee with a 'poor' report grade of that fact within 15 days. If the employee has completed his service, been transferred elsewhere, is on holiday leave, or absent for any reason, he/she should be notified in writing, with acknowledgment of report receipt and its reasons at the address specified on the acknowledgment form. (2) The employee may appeal to the Personnel Committee within fifteen days from the date of notification, provided the complaint lodged is submitted to the personnel department, including the reasons on which the grievance is based. The department should forward the complaint within three days from the date of submission to the Commission for decision within twenty

<p>appraisal process will re-start. If, however, performance remains unsatisfactory, a recommendation to the Governing Body will be made specifying that the teacher should be dismissed.</p> <ul style="list-style-type: none"> - The suggested length of the monitoring and review period following the first warning is between 4 and 10 weeks. - The teacher has the right to appeal in writing within five days, and then governors will be involved in the case and will deal with the appeal impartially. At the end of this process, the teacher will be informed of the results in writing (DfE, 2012b). 	<p>days from the date of receipt, in order to re-evaluate the veracity of the grading. Its decision thereafter shall be final in this regard and the personnel department should then inform the employee of the Commission's decision within seven days (MoE, 2011).</p>
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Table 5.9: Responses to teacher underperformance in TE policies in England and Kuwait

The procedures for dealing with an underperforming teacher have significant differences in the role played by the teacher in each process. In the UK capability procedure, the teacher is kept informed and participates in every step, and is invited for a formal capability meeting to discuss the concerns in relation to his/her unsatisfactory performance. The teacher is also informed of the date of the meeting at least five days in advance, so that they may collect information or evidence to support their position. Furthermore, the teacher has the freedom to select whoever he/she deems appropriate to accompany them to the meeting; this could be a 'colleague, a trade union official, or a trade union representative who has been certified by their union as being competent' (DfE, 2012a, p. 10). On the contrary, while TE regulations in Kuwait include guidelines for the appeals process after a teacher has been informed of the unsatisfactory grade in his/her annual report, there is no provision for a meeting to discuss any aspects of the report, or to voice concerns before a decision is taken.

5.4.10 Consequences for accountability

England	Kuwait
<p>The annual written report includes:</p> <ul style="list-style-type: none"> - Where relevant, recommendations for pay progression. - Judgement on performance by the head teacher. 	<p>The result of the final report on teacher efficiency has a direct impact on the following areas (MoE, 2011):</p> <ol style="list-style-type: none"> 1-Promotions to either head of department or supervisor position. 2- Ascent of the career ladder, as there are seven separate levels in the teaching profession, for each level, there are financial rewards and incentive schemes.

- Capability procedure for dismissing underperforming teachers (DfE, 2013e).	3- Study leave opportunities upon achieving a distinction grade in the last three annual summative reports. 4- Financial rewards in the form of a bonus, for outstanding performers 5- Annual nominations for a limited number, of outstanding performers to be honoured at the national level. 6- The conversion of underperforming teachers to nonteaching professions which generally involves a degree of financial loss.
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Table 5.10: The consequences for accountability in TE policies in England and Kuwait

As described in Section 5.4.8, both TE policies include summative evaluation and, in both, high stake decisions emanate from the results of the annual reports. These direct consequences are in the main linked with either outstanding or underperforming teachers. The two policies provide monetary incentives for outstanding teachers. However, the extrinsic incentives are varied, and the regulations in England TE do not include details, as these decisions are taken at the school level. For underperforming teachers, in both policies there are consequences, in terms of the possible termination of contracts in the case of the English policy, and, in Kuwait, the downgrading of a teacher to a non-teaching post.

5.4.11 Consequences for improvement

England	Kuwait
<ul style="list-style-type: none"> - The regulations stated that, the appraisal is ‘a supportive and developmental process’ that provides teachers with ‘constructive feedback’ (DfE, 2012b, p. 6). - The annual review includes recommendations for a teacher’s PD needs and any action to address these needs (DfE, 2012a). - Agreed targets between the teacher and head teacher at the beginning of the appraisal cycle (DfE, 2012a). - Detailed capability procedures for underperforming teachers as explained in Section 5.4.9. 	<ul style="list-style-type: none"> - All classroom observations should be conducted in a supportive manner. -The first supervisory visit to the school should be an exploratory visit. It is conducted in a supportive way. - The annual review includes recommendations for teachers’ PD needs and any action to address these needs (MoE, 2011).

Table 5.11: The consequences for improvement in TE policies in England and Kuwait

From section 5.4.1 it can be seen that both policies emphasise teacher PD, though there are significant differences between the two policies, particularly in terms of the role of the teacher

in TE processes. In England, the regulations describe teachers' roles as major contributory factors in the process. The regulations encourage teacher collaboration with their evaluators. Particularly important stages within the TE cycle are; the beginning of the cycle, as this is when appraisal objectives are set; the evaluation of performance through peer review or drop in sessions; and, at the end of the cycle, in which the final decisions on the summative annual reports are made. There are clear limitations in teachers' participation in TE practices in Kuwait due to rules that hinder teacher agency. Teachers are marginalised in that though two reports are written about performance during the school year, the TE rules forbid that teacher being informed about either the results or the consequences stemming from the reports. This, inevitably, has a detrimental effect on teacher PD.

5.5 Conclusion

This chapter started with an overview of the global-economic influences on TE policies in the international context, followed by a comparison and analysis of the conceptual basis of TE policies in Kuwait and England. An explanation of the differences and similarities was provided, wherever applicable. The comparison provided evidence of significant differences between the two policies. In terms of teachers' roles in the TE cycle, teachers in Kuwait are relatively marginalised by their exclusion from the process to an extent that their English counterparts are not. This chapter has indicated that TE regulations, in Kuwait, have the potential to hinder teacher PD in a number of ways; through the absence of the possibility of setting evaluation objectives because teachers are evaluated according to pre-set curricula goals, and because the confidentiality of the summative annual reports in Kuwait does not allow for teacher collaboration in the identification of their own PD needs. However, TE rules do provide various extrinsic incentives for outstanding teachers, such as promotion and bonus. The next two chapters, Chapter Six and Chapter Seven, focus on the data and the analysis of the completed questionnaires and interviews, which will highlight teacher and supervisor views on TE practices.

Chapter Six: Presentation and Analysis of Questionnaire Findings

6.1 Introduction

This chapter provides a data analysis based on the answers to the questionnaire and is the first phase of the applied mixed methods approach used in this study. The data presentation and analysis provides answers to the specific research question: What are teachers' perceptions of current TE processes in Kuwaiti primary schools in relation to frequency, focus, and impact of feedback?

Based on Porpora's (2015, p. 98) conceptualisation of social structure, detailed in Section 4.5, this chapter investigates the 'lawlike regularities that govern the behaviour of social facts'. The purpose is to provide an extensive examination of TE practices in Kuwaiti primary schools, including the frequency of feedback and the evaluator's position. The issue of whether the primary focus is accountability or PD is also addressed, in conjunction with an analysis of the impact of extrinsic and intrinsic incentives, before turning to an evaluation of teacher satisfaction and the fairness of the evaluation process.

The TALIS questionnaire used in this research is provided in Appendix A and the rationale is detailed in Section 4.10.2. A comparison is provided with the findings of the TALIS survey to enable further insights into teacher evaluation at the international level. Due to the sizable sample, involving 475 primary school teachers, the data is statistically analysed using SPSS for all closed questions and qualitative analysis is used for the open-ended questions.

To examine the effects of teachers' demographic characteristics on teachers' perceptions, chi-square tests for bivariate analysis were applied. Any variables that had a statistically significant relationship with teachers' perceptions were reported and explained. However, the main discussion of the integrated data that stems from the mixed methods approach and the comparative analysis of TE policy is provided in Chapter Eight.

6.2 Research Population

The population for this research includes all primary school teachers working in Kuwaiti state schools, serving pupils from 6 to 11 years of age. Private schools were not included as part of the research population because this thesis focuses on TE processes implemented in the state sector, whereas the private sector is not obliged to follow national TE regulations.

In Kuwaiti primary schools, the term ‘scientific department’ is used for the department that teaches students the core subjects of Science, Maths, Arabic, English, Religion, and Social Studies, while the term ‘practical department’ is used for the non-core subjects of Physical Education (PE), Information Technology (IT) and Arts. The six scientific departments have been deliberately chosen as they provide all necessary information relating to the contribution TE makes towards teachers’ PD, in teaching methodology and classroom management.

There is reluctance among Kuwaiti men to opt for the teaching profession. In consequence, the majority of primary teachers are females, and this is reflected in the sample. According to official statistics in the academic year 2010/2011, the total number of the teaching staff in the primary sector was 20,906, of which 19,473 were females and 1,433 males (Kcsb, 2013, p. 16).

As the research population is distributed over six districts and covers a relatively large number of respondents, it echoes sentiments expressed by Bryman (2012) that it can be extremely challenging to ensure relevant resources and time is available to carry out the surveys for the quantity of teachers involved.

6.3 Sample Size

A purposive sampling was used for the chosen four districts of the Kuwaiti capital, and in the north and the south of the city, involving a range of different social contexts and a mix of urban settings. As a result, the Capital (Kuwait), Farwaniya, Jahra, and Mubarak Al-Kabeer districts were chosen. All the schools in the Capital and Farwaniya districts were easily accessible and within reach of the researcher’s base when conducting fieldwork.

Consequently, the specific schools chosen were selected randomly. As for schools in Jahra and Mubarak Al-Kabeer districts, they were selected based on the ease of access and proximity to each other, as these two regions are relatively far from the researcher’s base.

District	School	Department						Total	Percent
		Science	Maths	English	Social Studies	Religious studies	Arabic		
Capital (Kuwait)	School A	0	3	6	2	5	0	16	3.4
	School B	2	5	6	6	3	3	25	5.3

	School C	5	5	6	4	3	8	31	6.5
	School D	4	5	4	3	0	5	21	4.4
	School E	2	5	5	1	5	7	25	5.3
Farwaniya	School A	5	6	7	3	4	6	31	6.5
	School B	3	6	4	0	5	2	20	4.2
	School C	5	5	6	4	3	5	28	5.9
	School D	0	5	0	0	3	6	14	2.9
Jahra	School A	4	7	4	4	3	1	23	4.8
	School B	3	4	5	0	4	6	22	4.6
	School C	6	6	8	3	4	3	30	6.3
	School D	6	5	5	2	4	4	26	5.5
	School E	6	2	2	5	3	4	22	4.6
Mubarak Al-Kabeer	School A	2	6	5	3	4	6	26	5.5
	School B	8	4	5	4	4	2	27	5.7
	School C	4	9	3	3	5	3	27	5.7
	School D	4	9	6	4	8	6	37	7.8
	School E	5	5	5	0	4	5	24	5.1
	Total	74	102	92	51	74	82	475	100

Table 6.1: Number of responses in each department, school and district

The research sample within the departments depended upon availability and willingness to take part and the total responses from 475 teachers represented a pleasingly large sample (see Table 6.1). Originally, the intention was to apply the questionnaire to five schools from each district. However, in the case of Farwaniya, only four schools participated due to time limitations. This accounted for 19.4% of all potential participants and brought the total number of schools to 19. The largest sample, accounting for 29.7%, came from the Mubarak Al-Kabeer district (see Table 6.2).

District	Frequency	%
Capital (Kuwait)	118	24.8
Farwaniya	92	19.4
Jahra	124	26.1
Mubarak Al-Kabeer	141	29.7
Total	475	100.0

Table 6.2: Number and percentage of participants in each district

6.4 Response Rate

Based on the equation¹⁴ provided by Bryman (2012) when calculating the response rate of questionnaires, the total potential sample would be 1068. 790 copies of the questionnaire were distributed. The total number of completed returns was 486, a significantly high return rate for such research. Eleven responses were excluded, six because they were incomplete, four who only completed the personal information section, and one who was a head of department, and therefore ineligible. The response rate in this research was 60%, which is commendable in comparison to what many researchers have reported regarding response rates (many of which only reaching 20%) (Matthews & Ross, 2010; Kumar, 2011; Bryman, 2012)

6.5 The Sample Characteristics

In the personal section of the questionnaire, most of the questions relating to the following areas were retained from the original OECD questionnaire (OECD, 2009c): age, years of experience in general, years of experience in the current school, the educational level of teachers and workload. Questions relating to teachers working part time or full time were omitted because all the teachers worked full time. The question ‘What is your employment status as a teacher at this school?’ and the relevant options, permanent employment or fixed term contract, was replaced by, ‘What is your nationality?’ (Kuwaiti or non-Kuwaiti). This is because all Kuwaiti teachers are offered permanent employment, while non-Kuwaiti teachers are appointed on a fixed term contract basis. Lastly, a question relating to subject specialisation was added to the OECD questions because of the subject department system operated in Kuwaiti primary schools.

¹⁴

$$\begin{aligned}
 \text{Response rate} &= \frac{\text{number of usable questionnaires}}{\text{total sample} - \text{unsuitable or uncontactable members of the sample}} \times 100 \\
 &= \frac{475}{1068 - (252 + 26)} \times 100 \quad (\text{Bryman, 2012, p. 199})
 \end{aligned}$$

6.5.1 Teachers' nationality

In total, there are 253 governmental primary schools in Kuwait, with 13,951 Kuwaiti teachers and 7,092 non-Kuwaiti teachers (KNA, 2009, p. 5). The process of TE is applied to all teachers, regardless of nationality but Kuwaiti teachers are offered permanent employment until retirement and benefit from higher salaries. The research data showed the number of non-Kuwaiti teachers was nearly half of those sampled (see Table 6.3), which is in line with the original population.

Nationality	Frequency	Percent
Kuwaiti	308	64.8
Non-Kuwaiti	150	31.6
Total	458	96.4
99 Missing	17	3.6
Total	475	100

Table 6.3 : Number of Kuwaiti and non-Kuwaiti teachers in the sample

6.5.2 Teachers' age and experience

As shown in Figure 6.1, the data revealed that the majority of respondents were in the 30-39 years category, followed by those in the 25-29 year old.

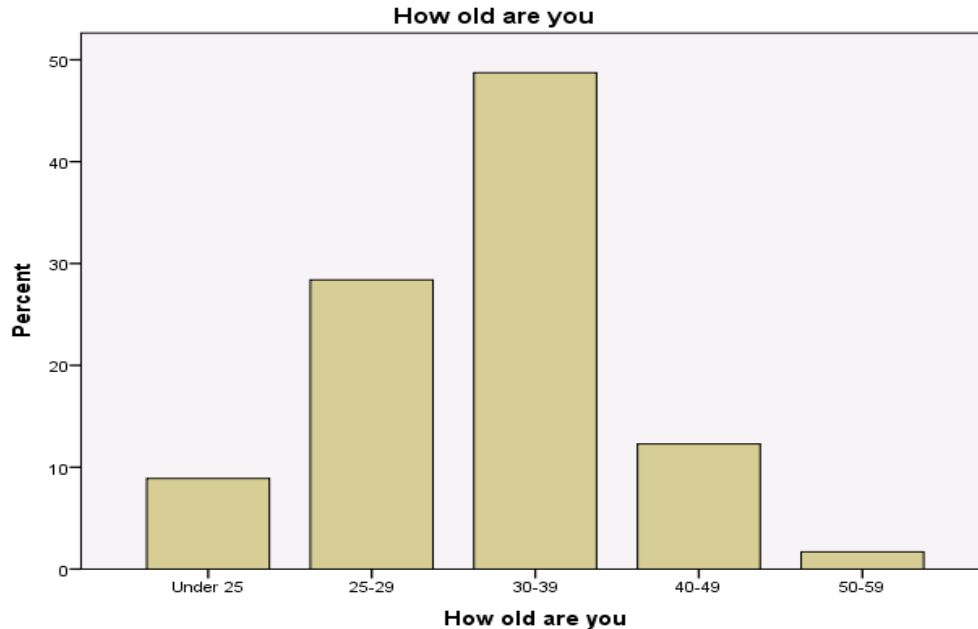


Figure 6.1 : Rate of respondents' age

Taking the age rate results into account, it was anticipated that the graph depicting the respondents' years of experience would also take this uniform shape. This is confirmed in Figure 6.2.

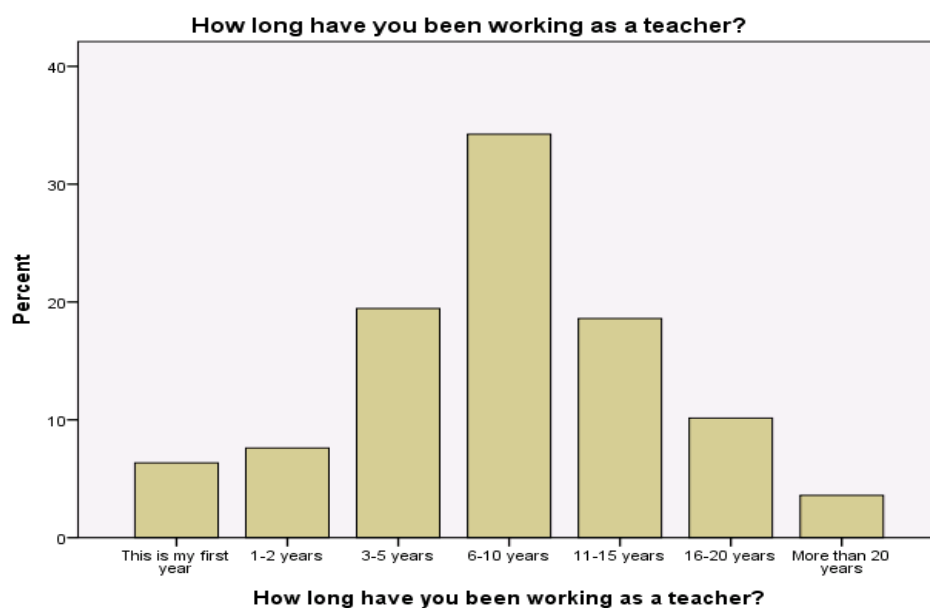


Figure 6.2: Teachers' years of experience in the sample

Determining the number of years the respondents had worked in their current schools was essential. For example, novice teachers could be involved in an intensive appraisal programme, or they may not yet have joined the appraisal cycle. Figure 6.3 shows that the length of service or experience of most teachers in their current school fell within the 6-10 years bracket, followed by the 3-5 year range.

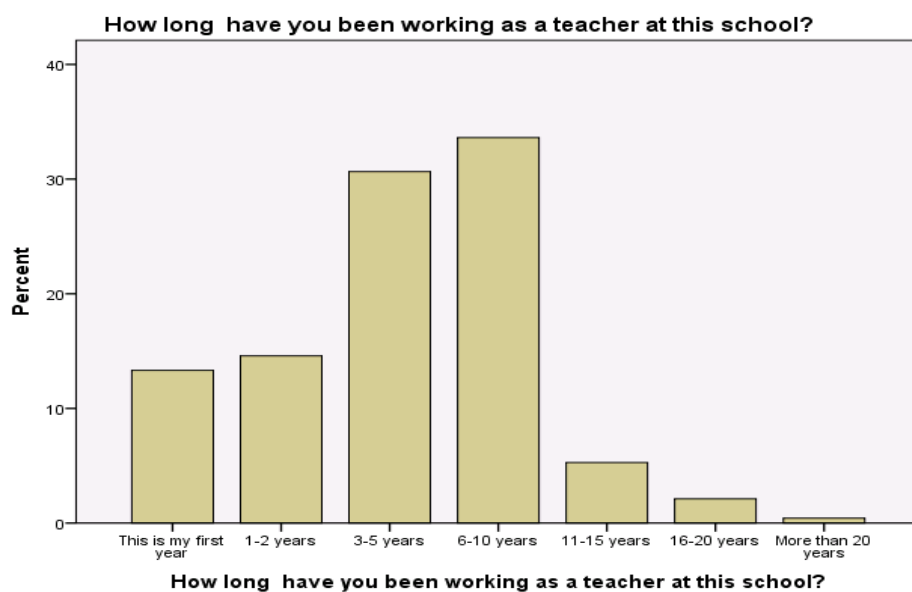


Figure 6.3: Respondents' years of experience at their current school

6.5.3 Teachers' workload

In Kuwait, a primary teacher is assigned to three or four classes, with three weekly sessions for each class, and may teach from 9 to 12 sessions per week. When asked the estimated number of hours spent teaching in a typical week, most respondents answered three hours, making this the mode for this question. However, upon further analysis, this was considered relatively low when compared with the actual workload teachers have to deal with. The closest interpretation is that the 'three hours' may refer to three hours daily, and not per week, and indeed, six respondents clarified this interpretation by writing the word 'daily' next to 'three' or 'two'. In turn, these cases were dealt with by multiplying them by five to calculate the teachers' workload across the weekdays. Table 6.4 provides a breakdown for the workload of primary school teachers within a week.

	In a typical school week, estimate the number of hours you spend on the following for this school:			
	Teaching of students in school	Planning or preparation of lessons	Administrative duties either in school or out of school	Other
Valid	443	439	405	159
Missing	32	36	70	316
Mean	7.8	8	4	3.43
Median	6	4	3	2
Mode	3	2	1	1
Minimum	1.00	1.00	0	0
Maximum	55	70	30	30

Table 6.4: Estimated number of hours which teachers spend on their schools tasks

6.6 Findings of the Open-ended Questions

Two open-ended questions were added to the TALIS questionnaire. The responses accounted for approximately half the sample, 59.4% and 62.3% respectively, for each question, as illustrated in Table 6.5.

	What are the main positive aspects in terms of the appraisal you received at your school?	What are the main negative aspects in terms of the appraisal you received at your school?
Valid	193	179
Missing 99 (percentage)	282 59.4%	296 62.3%
999	2.3%	2.1%
Mode	3.00	1.00

Table 6.5: Number and percentage of responses to the questionnaires (open questions)

During these questions, respondents were required to state the positive and negative aspects of the TE process they went through in their schools. However, with each of the two questions, 2.3% and 2.1% of the respondents, respectively, misunderstood and enumerated the strengths and weaknesses in their own performance instead (Table 6.5). These responses were tabulated separately, and coded (999) when entered into the SPSS programme. Even though these respondents may have misinterpreted the questions, their responses still provide some insight into areas of interest of the teachers' evaluation in their respective schools.

Using content analysis from the data of the open-ended questions, the categorisation of the teachers' responses resulted in 18 responses for the question: 'What are the main positive aspects in terms of the appraisal you received at your school?', and 27 responses for the question: 'What are the main negative aspects in terms of the appraisal you received at your school?' The responses that were focused upon are illustrated in Table 6.6 and Table 6.7.

For the first question, 43 teachers reported that TE contributes directly to teacher PD, 40 teachers determined that TE improves teachers performance in classroom, and 16 teachers and 14 teachers linked TE with teacher motivation at work and student achievement, respectively. However, it should be noted that 10 teachers indicated that TE practices have no positives influences on teachers.

Teachers' responses to the open-question: In your opinion, what are the main positive aspects in terms of the appraisal you received at your school?		N
1	There are no positives.	10
2	Fairness of appraisal.	5
3	Increase teachers PD.	43
4	Increase teachers' motivation.	16
5	Improving teacher performance in the classroom.	40
6	Encourage teachers to diversify their teaching practices.	9
7	Led to cooperation between school staff.	1
8	Provide moral encouragement of the teacher.	4
9	An on-going process continuously monitored by administrators.	3
10	Good social relations lead to an appropriate appraisal.	1
11	Administrators and colleagues recognise teacher performance.	10
12	Increase teacher commitment and attendance.	4
13	Increase student achievement.	14
14	Years of experience are taken into account when carrying out the appraisal.	1
15	Appraisal is independent from the years of experience.	1
16	Appraisal leads to promotion or financial rewards.	6
17	Provides opportunities for an open discussion with colleagues.	1
18	Develops the entire educational process.	2

Table 6.6: Responses to the positive aspects of TE in schools

Teachers' responses to the open-question: In your opinion, what are the main negative aspects in terms of the appraisal you received at your school?		N
1	There are no downsides.	43
2	Frustration due to subjective evaluation.	19
3	The evaluation depends heavily on administrative issues.	8
4	Evaluators are not objective and follow personal urges.	7
5	Lack of objectivity in the TE process.	5
6	Principals carry out evaluation in subjects other than their own.	1
7	Interference of management and parents in the teacher's job.	1
8	The appraisal's consequential discounts and penalties.	3
9	Teacher does not have any access to the outcome of the annual reports.	1
10	Lack of continuous monitoring of the TE process.	2
11	Inappropriate dealing with the teacher.	5
12	Shortage of adequate financial encouragement opportunities.	2
13	The extent to which the teacher is committed to timekeeping is not taken into account.	4
14	The evaluation does not take into account the personal, health and psychological circumstances of the teacher.	10
15	Lack of a healthy and adequate working environment.	2
16	Lack of cooperation and multitudinous tasks.	7
17	Psychological pressure on the teacher.	3
18	There is no focus on the pros of teacher performance.	2
19	Student abilities are not observed when evaluating teachers.	2
20	Lack of focus on any of the learning outcomes (student achievement).	1
21	Lack of educational tools that may contribute to enhanced teacher performance.	1
22	Evaluating teacher performance within one or two class observations only.	5
23	Adopting one opinion only in the TE process.	1
24	Evaluating teacher on the external activities that is not related to classroom practices.	5
25	Injustice and bias throughout the appraisal process.	11
26	Imposition of a certain point of view and a particular teaching method on the teacher.	3
27	Lack of attention to teacher PD.	3

Table 6.7: Responses to the negative aspects of TE in schools

Table 6.7 highlights that the most frequent responses on the drawbacks of the TE process in Kuwait are the following: frustration, due to subjective evaluation; injustice and biased evaluation; assessment based on administrative practices, with a lack focus on teachers' practices in classroom; and the evaluation not taking into account the personal and psychological circumstances of the teacher.

In spite of the differences between the educational contexts of countries, the pitfalls of TE processes in Kuwait are very similar to those identified in other studies in other systems. For instance, an extensive research of four states and 12 districts in the USA yielded responses from 15,000 teachers and 1,300 administrators, which showed that most evaluation systems suffered from the deficiencies of 'infrequent, unfocused, undifferentiated, unhelpful and inconsequential' processes (Weisberg, *et al.*, 2009, p. 6). These points have all been re-enforced in this research by the teachers' responses as illustrated in Table 6.7. It should be noted, however, that 43 teachers indicated that there are no negative aspects of the TE process in schools, though not all respondents provided a rationale for their answers.

6.7 Analysis of Close-ended Questions

This section presents the key findings for three main areas of the questionnaires pertaining to TE and/or the feedback that teachers received at their schools in Kuwait: (1) frequency of feedback; (2) its impact on teachers' practices; and (3) its impact on a teacher's career.

6.7.1 Frequency of teachers' evaluation feedback

Primary school teachers were asked about the frequency of TE feedback within the first questionnaire item 'How often have you received appraisal and/or feedback about your work as a teacher in this school?' (principal/ deputy principal/ head of department / teachers/ supervisor).

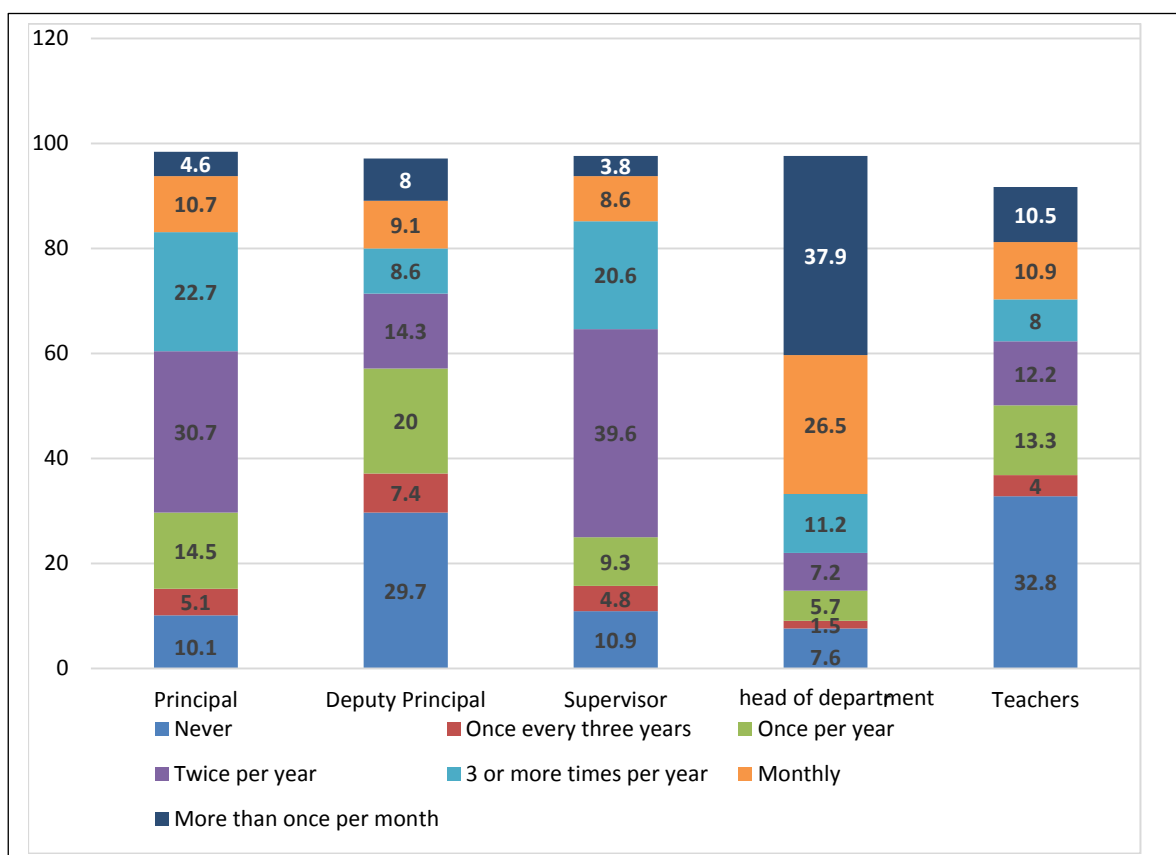


Figure 6.4: Percentage of teachers' responses on the frequency of TE feedback

The teachers' responses on TE feedback, from 30.7% and 39% of respondents, indicated that they received feedback 'twice per year' from the school principal and supervisors, while 22.7% and 20.6% of respondents reported that they received feedback 'three or more times per year' from the school principal and supervisors respectively (see Figure 6.4). This result is almost in line with the stated policies for TE in Kuwait, which indicates that principals and supervisors must conduct no less than two observations during the whole school year.

Regarding the responses to the frequency of TE feedback received from the deputy principal, 29.7% stated they 'never' received feedback, while 20% stated they received feedback from that post holder 'once per year' (Figure 6.4). This mirrored the policies for TE in Kuwait, as classroom observation is not part of the deputy principal's direct responsibilities but the principal may delegate some of their duties to their deputy.

Most responses to the frequency of appraisal and/or feedback that the teachers received from other teachers indicated that it 'never' happened (Figure 6.4). 37.9% of respondents indicated

that they had received evaluation and feedback from the head of department ‘more than once per month’, the highest response from the available choices, while 26.5% replied ‘monthly’. This was expected, as the majority indicated the active role of the head of department, when compared to other formal evaluators.

6.7.2 *Focus of evaluation and feedback*

The aim of this section is to identify teachers’ perceptions on the focus of TE and/or feedback on 17 items involved in their daily practices, as outlined in Table 6.8 (OECD, 2009c, p. 10).

In your opinion, how important were the following aspects considered to be when you received this appraisal and/or feedback?					
1	Student test scores	7	Direct appraisal of my classroom teaching	13	Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)
2	Retention and pass rates of students	8	Innovative teaching practices		
3	Other student learning outcomes	9	Relations with students	14	Teaching students with special learning needs
4	Student feedback on my teaching	10	PD I have undertaken	15	Student discipline and behaviour
5	Feedback from parents	11	Classroom management	16	Teaching in a multicultural setting
6	How I will work with the principal and my colleagues	12	Knowledge and understanding of my main subject field(s)	17	Extra-curricular activities with students (e.g. school plays and performance, sporting activities)

Table 6.8: The second survey question focuses on TE feedback on 17 separate items

Overall, the majority of teachers reported either a high or moderate belief in the importance of TE and/or feedback on the 17 items outlined, with the exception of the element ‘teaching students with special learning needs’ (Q₁₄), where 27.2% of the respondents selected the option ‘I do not know if it was considered’ (Figure 6.5). This may be due to the fact that the inclusion of students with special educational needs in primary schools has not yet been implemented. Findings in the 13 TALIS countries¹⁵ showed that teaching students with special needs is one of the lowest three rated criteria in TE feedback (OECD, 2009a, p. 153). Nevertheless, Figure 6.5 showed that 21.1% of teachers reported that teaching students with

¹⁵ Australia, Brazil, Bulgaria, Estonia, Ireland, Lithuania, Malaysia, Malta, Mexico, Poland, Portugal, Slovenia and Turkey.

special learning needs is considered with high importance. This may be intended for students with moderate special needs, as they are included in mainstream primary schools.

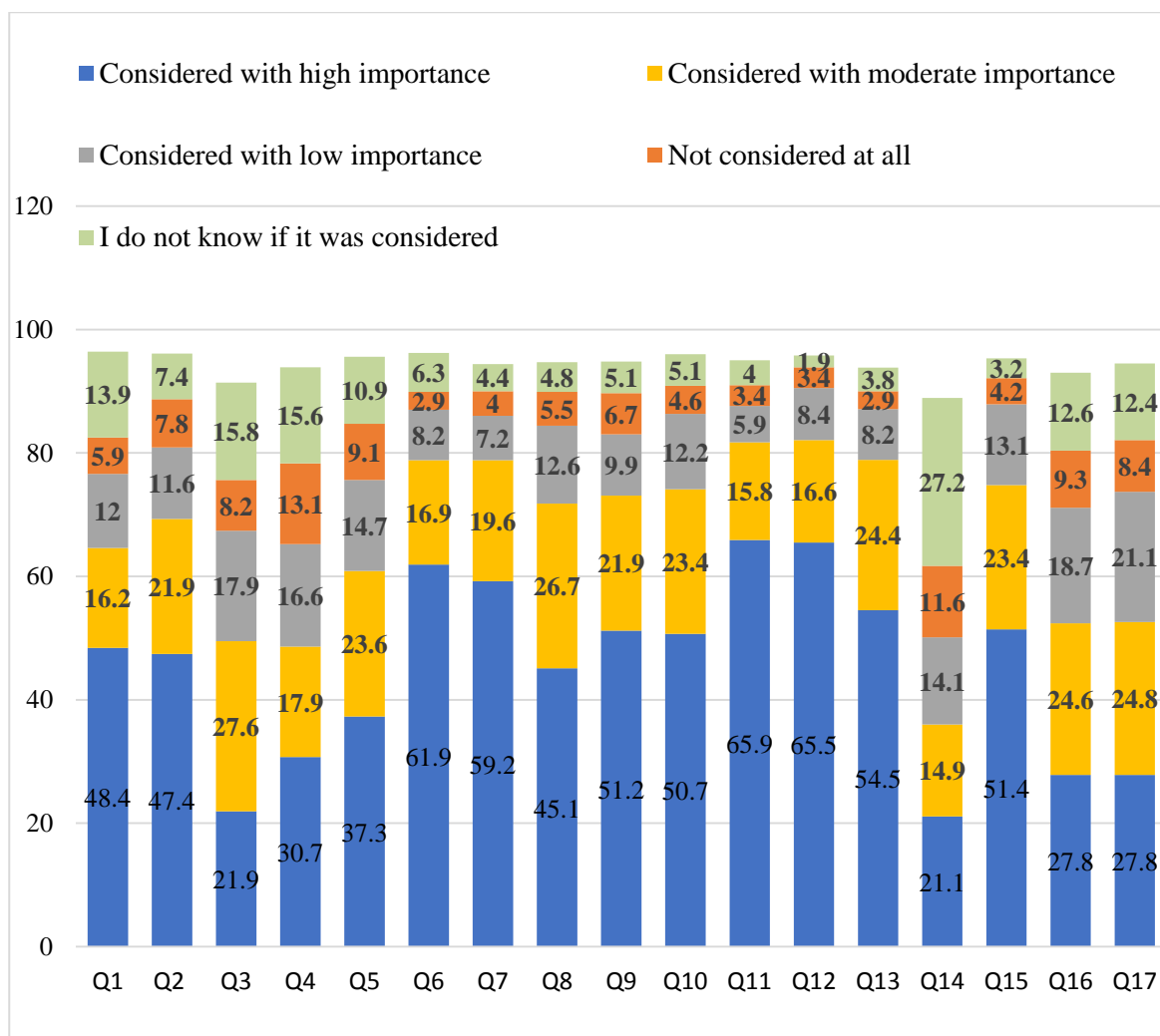


Figure 6.5: Percentage of teachers' responses on the focus of TE in their schools

Figure 6.5 showed that 'classroom management' (Q₁₁) and 'knowledge and understanding of the main subject field (s)' (Q₁₂) were the most frequently cited topic of TE feedback, with 65.9% and 65.5% of the respondents reporting that these topics were considered to be highly important. In addition, the items 'direct appraisal of classroom teaching' (Q₇) and 'knowledge and understanding of instructional practices' (Q₁₃) were also considered to be of high importance, with 59.2% and 54.5% respectively grading them at this level. These figures compare favourably with the, approximately, '80% on average for each of these items across TALIS countries' who also considered them as being important' (OECD, 2009a, p. 151).

These items are directly associated with teachers' performance in their classrooms, while most TE practices concentrated on classroom observation in relation to items being examined.

However, the item: 'How will I work with the principal and my colleagues?' (Q₆) ranked fourth in teachers' grading of importance, with 61.9% (Figure 6.5). This may be due to the fact that one of the main standard policies of TE in Kuwait is the level of cooperation with colleagues and team members, resulting in evaluators concentrating on teachers' relationships with their colleagues and principals during the evaluation process.

The item 'PD undertaken' (Q₁₀) did not feature in the five highest rated criteria of any TALIS country (OECD, 2009a, p. 152) and Figure 6.5 shows that this item was rated seventh in terms of importance. However, half of the responses reported it to be highly important and 23.4% of the responses considered it to be of moderate importance, which revealed considerable attention being paid to PD in the TE feedback. Only a small minority, 4.6% of participants, reported that it was not considered at all.

6.7.3 Impacts of TE on teachers' personal career

Teachers were asked to what extent the teacher appraisal and/or feedback had directly led to personal career advancement, in terms of the points indicated in Figure 6.6.

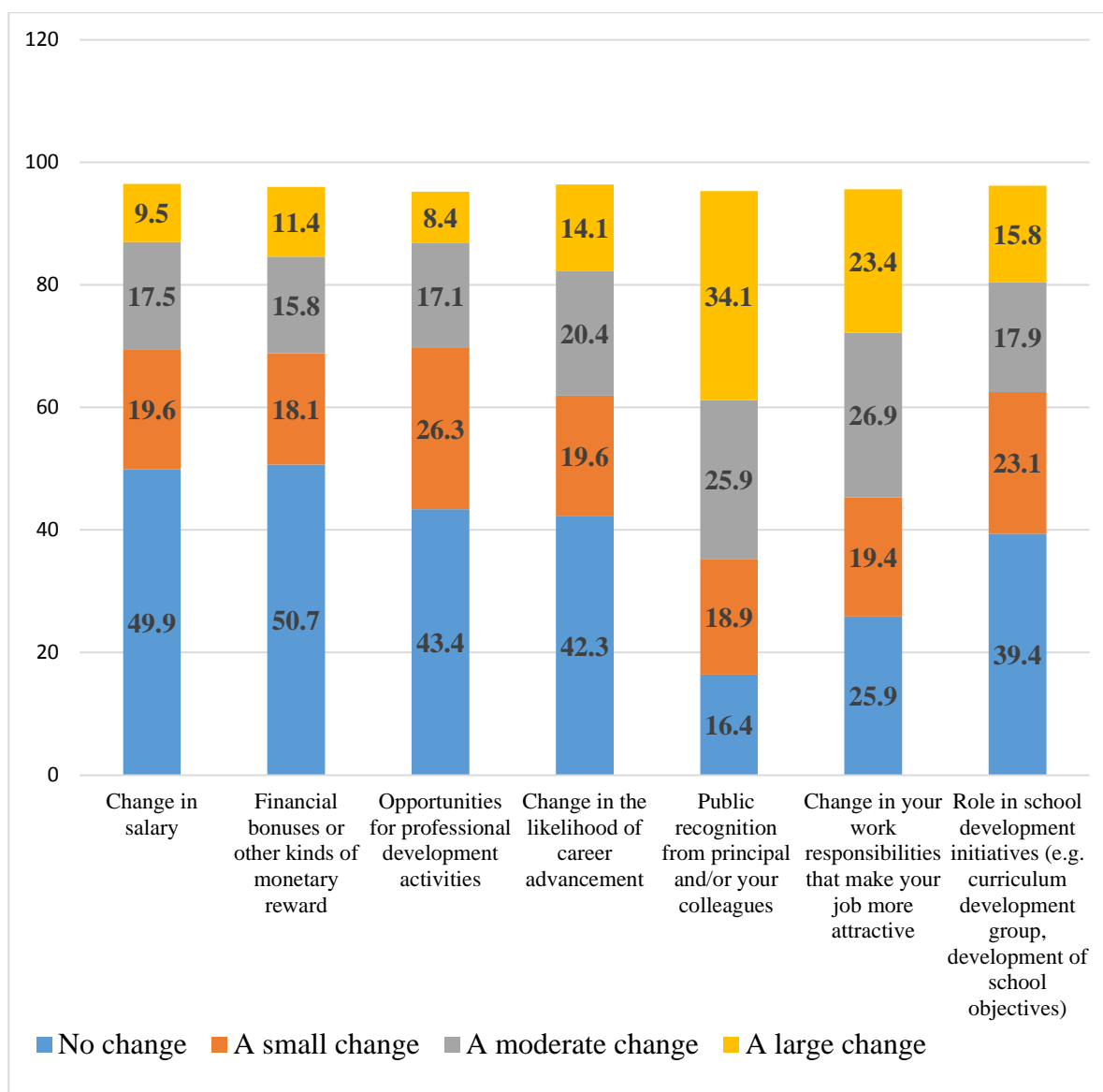


Figure 6.6: Percentage of teachers' responses on the impact of TE on career changes

Overall, the findings suggested that there was no change in terms of teachers' views on both elements; salary and monetary reward on the one hand, and opportunities for PDs activities and the likelihood of career advancement on the other, with almost 50% and 43% respectively documented in the data. Similarly, 39.4% of the respondents stated there were no changes in their role in school development initiatives. These results were similar to those in the majority of TALIS countries where 'appraisal and feedback have little financial impact and are not linked to career advancement' (OECD, 2009a, p. 155).

Teachers did feel that more changes were necessary in the non-monetary outcomes. For example, regarding the element, 'change in your work responsibilities that makes your job more attractive', 26.9% and 23.4% of teachers' views were, a moderate change and a large

change, respectively, was needed. The aspect relating to public recognition from the principal and/or colleagues had the highest impact on TE in comparison with the other elements, with 34.1% and 25.9% of teachers reporting a desire for a substantial change and a moderate change, respectively. Similarly, public recognition was found to be the most valued outcome of TE in most TALIS countries, with the exception of Malaysia, Mexico and Brazil, where it came in second place after changes to work responsibilities. As TALIS researchers explained, ‘public recognition is a clear incentive in nonmonetary outcomes, which highlights the role of teacher appraisal and feedback in rewarding quality teaching’ (OECD, 2009a, p. 155).

6.7.4 Impact of TE on teaching practices

Teachers were asked about the extent to which teacher appraisal and/or feedback has directly led to, or involved changes in, any of the following aspects indicated in Figure 6.7.

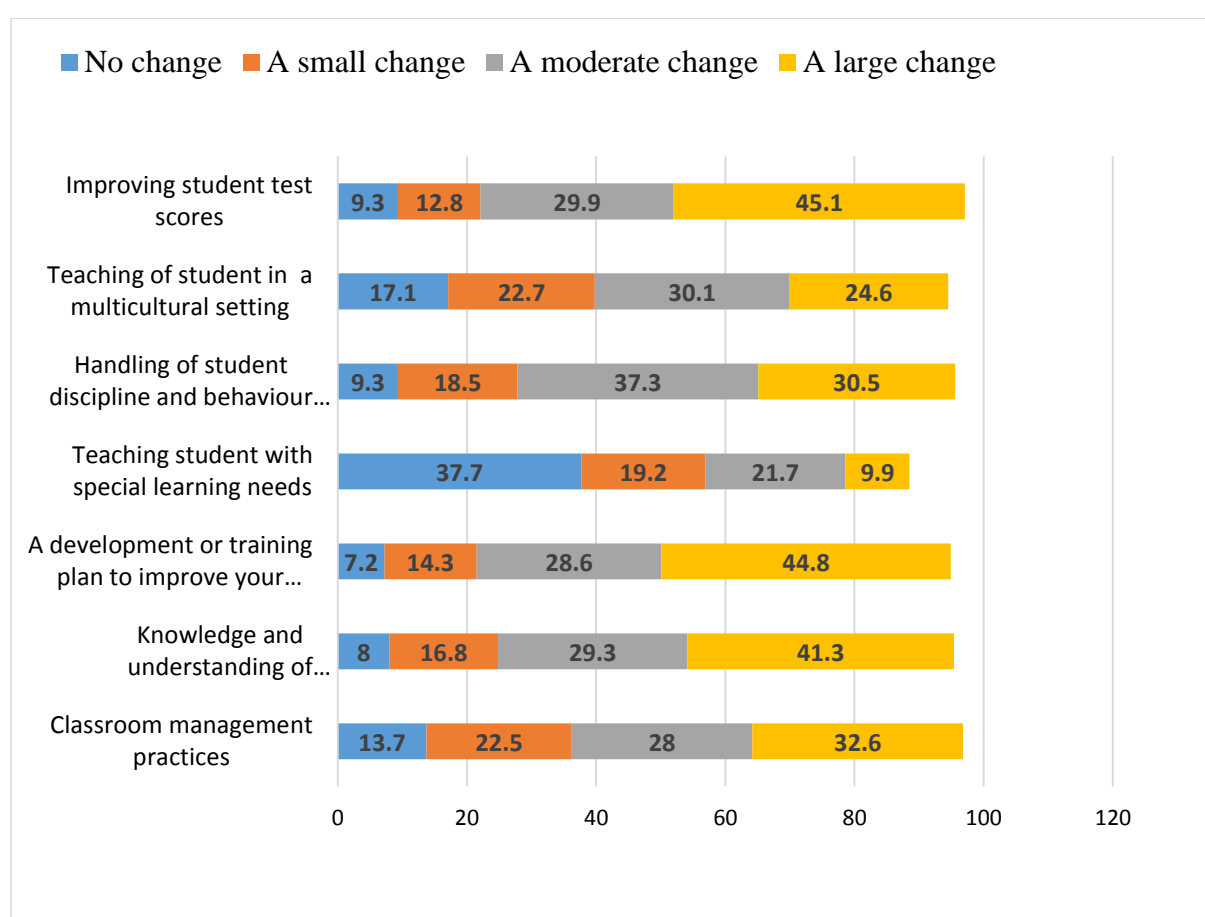


Figure 6.7: Teachers' responses on the impact of TE feedback on teaching practices

Almost 60% of teachers reported that the process of evaluation in their schools had led to large/moderate changes in their practices in all of the defined aspects, except for teaching students with special learning needs, which recorded the highest response, 37.7%, in the ‘no

change' option. There were similarities with the TALIS average findings in the highest two elements: improving student test scores, and the development of a training plan to improve teaching. Teaching students with special needs and teaching students in a multicultural setting were, as in this research, considered to be little affected by TE feedback in TALIS countries.

6.7.5 Impact of TE on teachers' work in general

Respondents were asked to describe the appraisal and/or feedback that they received in their schools, in relation to the statements displayed in Table 6.9.

	The appraisal or feedback contained a judgment about the quality of my work.	The appraisal or feedback contained suggestions for improving certain aspects of my work.
Yes	71.4	71.6
No	25.5	25.1
Total	96.9	96.7
Missing	3.1	3.3

Table 6.9: Teachers' responses on the purposes of TE

The majority of participants (71.4%) described the appraisal process in terms of its relevance to both judgement of the quality of their work, and suggestions on how to improve their performance (71.6%). The findings may indicate a balance between the two major teachers' evaluative goals; accountability and PD. Similarities with the TALIS average findings were evident for appraisals containing a judgement (74.7%), but with less consistency for appraisal containing suggestions, with only 58% believing that the feedback did contain steps to be taken to improve.

Additionally, teachers were asked to identify how much they agreed or disagreed with the contentions that the feedback they had received was fair and helpful. Responses in Table 6.10 indicate that almost 60% of the sample agreed with the statements. Moreover, 10.3% and 15.8% of teachers, respectively, strongly agreed with the fairness and helpfulness of the process. These results, once again, were markedly similar to those from the TALIS survey averages, with 63.3% agreeing that the appraisal had been fair and 61.8% deeming it to have been helpful.

	The appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school %	The appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school %
Strongly disagree	10.7	5.9
Disagree	19.4	13.5
Agree	56.8	61.3
Strongly agree	10.3	15.8
Total	97.2	96.5
Missing	2.8	3.5

Table 6.10: Teachers' responses on the fairness and helpfulness of TE

Concerning the extent to which TE in their schools led to changes in the respondents' job satisfaction and job security, Table 6.11 shows that approximately 37% and 34% of participants respectively reported a small increase in their job satisfaction and security. Almost 25% and 32% stated it had resulted in no change in either their job satisfaction or security. The TALIS average recorded the same percentage for teachers who felt a slight increase in job satisfaction, whereas a larger number (41.2%) reported no change in job satisfaction. In terms of job security, the TALIS average accounted for 61.9% believing no change resulted, almost twice as much as the results obtained in this research.

	Changes in your job satisfaction %	Changes in your job security %
A large decrease	6.9	5.9
A small decrease	9.3	9.7
No change	25.3	31.6
A small increase	37.3	33.9
A large increase	18.1	15.4
Total	96.9	96.5
99.00 Missing	3.1	3.5

Table 6.11: Teachers' responses to the impact of TE on job satisfaction and security

The last part of the questionnaire examined teachers' perceptions in relation to the impact of teachers' evaluation of their work. The responses are presented in Table 6.12.

	Strongly disagree	Disagree	Agree	Strongly agree	Total of agree and strongly agree	TALIS average for the total of agree and strongly agree
Principal takes steps to alter the monetary rewards of a persistently underperforming teacher.	21.7	28.2	36.4	8.6	45	23.1
The sustained poor performance of a teacher would be tolerated by the rest of the staff.	24.0	40.4	26.3	5.1	31.4	33.8
In this school, a teacher will be dismissed because of a sustained poor performance.	26.3	47.4	16.0	3.4	19.4	27.9
In this school, the principal uses effective methods to determine whether teachers are performing well or badly.	8.2	15.4	56.2	14.3	70.5	55.4
In this school, a development or training plan is established for teachers to improve their work as teachers.	10.9	21.9	48.6	14.3	62.9	59.7
The most effective teachers in this school receive the greatest monetary or non-monetary rewards.	17.1	29.9	38.3	10.7	49	26.2
If I improve the quality of my teaching at this school, I will receive increased monetary or non-monetary rewards.	15.6	30.5	37.7	11.8	49.5	25.8
If I am more innovative in my teaching at this school, I will receive increased monetary or non-monetary rewards.	15.2	31.8	38.3	9.9	48.2	26
In this school, the review of teachers' work is largely done to fulfil administrative requirements.	9.1	22.7	51.2	12.0	63.2	44.3
In this school, the review of teachers' work has little impact upon the way teachers teach in the classroom.	10.1	31.4	46.1	6.9	53	49.8

Table 6.12: Percentage of teachers' responses on the impact of TE

The largest number of teachers responding replied in the affirmative, except for two of the statements, both of which were highly significant. These two were ‘the sustained poor performance of a teacher would be tolerated by the rest of the staff’, and ‘a teacher will be dismissed because of sustained poor performance’. In response to these statements only 31.4% and 19.4% ‘agreed’, or ‘strongly agreed’, respectively.

These responses are different from those obtained from the TALIS average, particularly in relation to a decision to dismiss a teacher. The apparent belief that an underperforming teacher in Kuwait was less likely to be dismissed than elsewhere may be due to the centralisation of these decisions in the Kuwaiti MoE, and with principals having only a peripheral role in any dismissal. Teachers who receive a score of under 60 on their summative report will, in Kuwait, be provided with a chance to improve their performance and, if that is not considered appropriate, they will be transferred to a non-teaching position and will lose any advantages, financial or otherwise, from holding a teaching post.

Responses to the statement, ‘In this school, the principal takes steps to alter the monetary rewards of a persistently underperforming teacher’ were split, as indicated in Table 6.12. Nevertheless, the total responses for the options ‘agree’ and ‘strongly agree’ were greater than the TALIS average of 45%, but close to the highest responses indicating agreement, which came from two TALIS countries, Slovakia and Malaysia, with 50.8% and 47.4%, respectively.

A higher percentage than the TALIS average was recorded agreeing with the statement, ‘In this school, the principal uses effective methods to determine whether teachers are performing well or badly’, with the majority (70.5%) concurring. This indicates that principals do have an active role in the Kuwaiti TE process, at least from respondents’ perspectives. However, a significant minority of respondents, nearly half, did not realise that the principal does have this ability as part of his role.

For the rest of the statements, the results showed that approximately half of the sample agreed with the statements, recording higher than the TALIS average. They believed that the review of teachers’ work is largely done to fulfil administrative requirements, and is linked to monetary and non-monetary outcomes, with 53% of respondents agreeing that the review of teachers’ work has little impact upon the way teachers teach in their classrooms.

In conclusion, it is clear from the responses to the various statements that the views of the teachers are diverse and inconclusive in some key areas, particularly the link between financial and non-financial rewards and TE. Further analysis is needed to determine the effects of the independent variables on teachers' views. This might shed light on why perceptions can be so different on issues that might be considered to be factual, for example, whether or not a principal has the authority to alter remuneration and whether or not such authority is used. Consideration of these issues can lead to a deeper understanding of TE practices in Kuwait.

6.8 Effects of Teachers' Demographic Characteristics on Perceptions

In the questionnaire, the respondents were asked to provide some demographic personal characteristics, including age, their level of education and teaching experience, both in general and within the current school year. The aim of this was to examine whether these independent variables exhibited any correlation with the teachers' perception (the dependent variables) on teachers' evaluation and, also, to predict the types of effects on teacher perceptions.

6.9 Chi-square Tests for Bivariate Analysis

Cross-tabulation was used to investigate the relationship between two variables. This was done because it is a 'simple and frequently used' (Robson, 2011, p. 431) procedure and provides valuable insights. The questionnaire included 52 closed questions, with seven intervals for teacher's general teaching experience (see Table 6.13 for the range of each interval), giving a possible combination of levels of variables of 364 (52 X 7).

As shown in Table 6.13, the number of respondents in the ranges 'more than 20 years' and 'in the first year of teaching' was low when compared to the '6-10 years' group. The relationship between variables may be significant due to the small number of teachers in the subgroups, and to the presence of expected frequencies with less than five in one or more cells of the chi-square test results (Field, 2009). To solidify and simplify the statistics, the seven intervals were reduced to three intervals, as indicated in Table 6.14.

	Frequency	Percent
This is my first year	30	6.3
1-2 years	36	7.6
3-5 years	92	19.4
6-10 years	162	34.1
11-15 years	88	18.5
16-20 years	48	10.1
More than 20 years	17	3.6
Total	473	99.6
99.00 Missing	2	.4

Table 6.13: Numbers of respondents according to seven teaching experience intervals

	Frequency	Percent
0-5 years	158	33.3
6-10 years	162	34.1
11+ years	153	32.2
Total	473	99.6
99.00 Missing	2	.4
Total	475	100.0

Table 6.14: Numbers of respondents according to three teaching experiences intervals

For the chi-square results, the only variables that had a statistically significant relationship with teachers' perceptions were reported. The variables were reported in order, with those showing the strongest relationship being reported first in each section. As a result, the teachers' experiences as independent variables were found to be significantly associated with the following points.

6.9.1 *External evaluator*

There was broad agreement across all groups in terms of the first and second most frequent choices for the indication of frequency of feedback provided by external evaluators, (i.e. twice per year and 3 or more times per year). Differences occurred on the third most frequent choice, where those teachers with 6-10 years were more likely to respond once per year. In contrast, a sizeable proportion of those with 11 or more years, and 0-5 years, of service appeared not to have received any feedback, as shown in Figure 6.8.

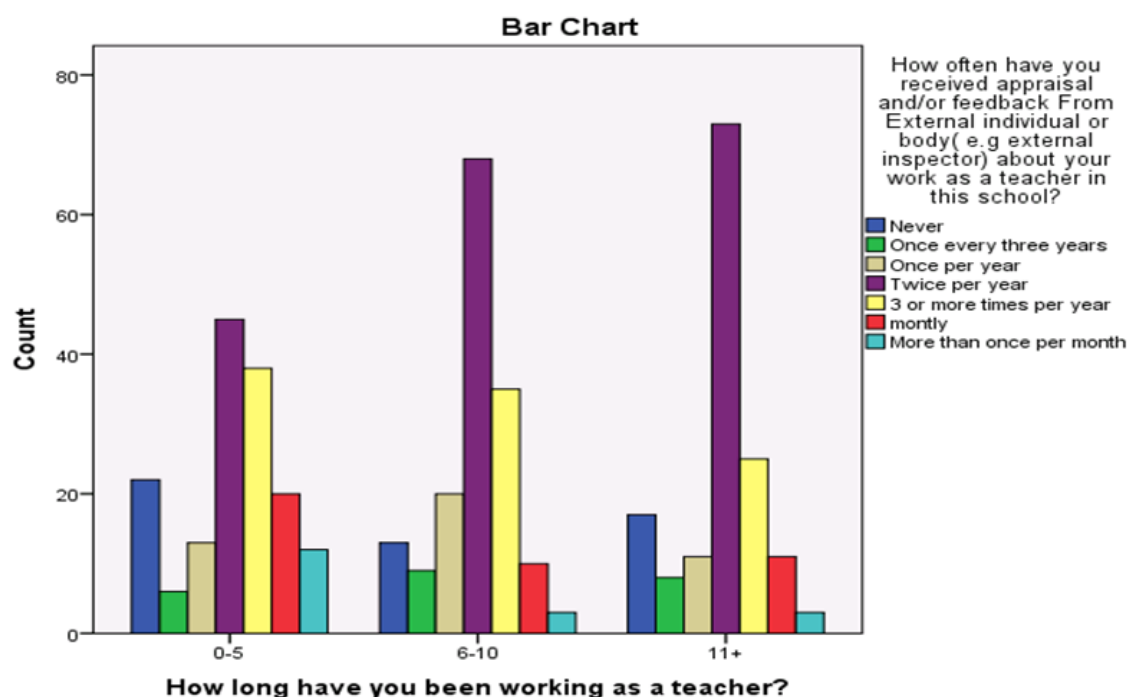


Figure 6.8: Teachers' responses on the frequency of TE feedback provided by supervisors

6.9.2 *Focuses of teachers' evaluation*

Additional analysis revealed that a statistical association only occurred for one element of the 17 included in the questionnaire in relation to teaching experience, 'teaching students in a multicultural setting'. The majority of all three groups, irrespective of experience, agreed that teaching in a multicultural setting was considered in the teachers' appraisal feedback. The differences were found in those teachers with 11 or more years of experience which was the group most likely to respond that it was not considered at all. However, teachers with 0-5 years of experience were more likely to respond with 'I do not know if it was considered' rather than 'not considered at all', as shown in Figure 6.9.

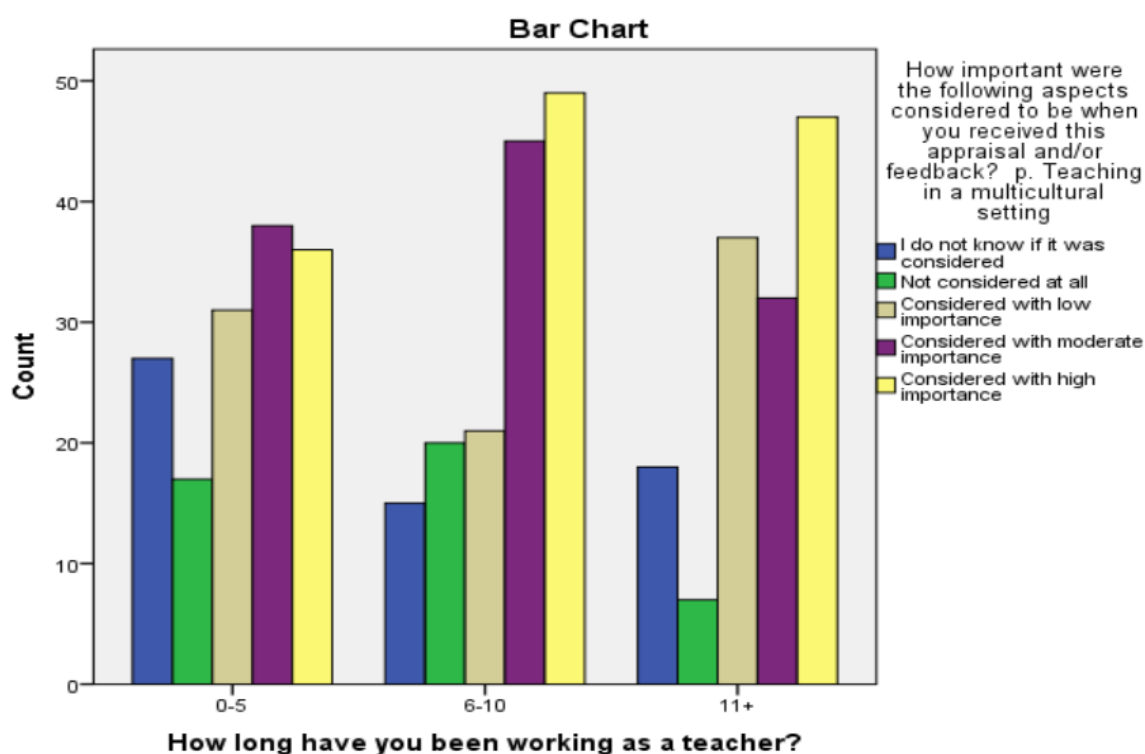


Figure 6.9: Responses on the focus of TE on teaching students in a multicultural setting

6.9.3 *Impact on teachers' personal career*

A link between the impact on teachers' personal careers and teaching experience could only be identified in the two points; financial bonus or another kind of monetary reward, and change in work responsibilities that make the job more attractive. The majority of the teachers across all groups were of the opinion that there were no monetary changes (Figure 6.10). However, those with 0-5 years of experience were more inclined to report 'no changes' in both monetary rewards and in responsibilities that were likely to make their positions more attractive, than the other groups (Figure 6.11).

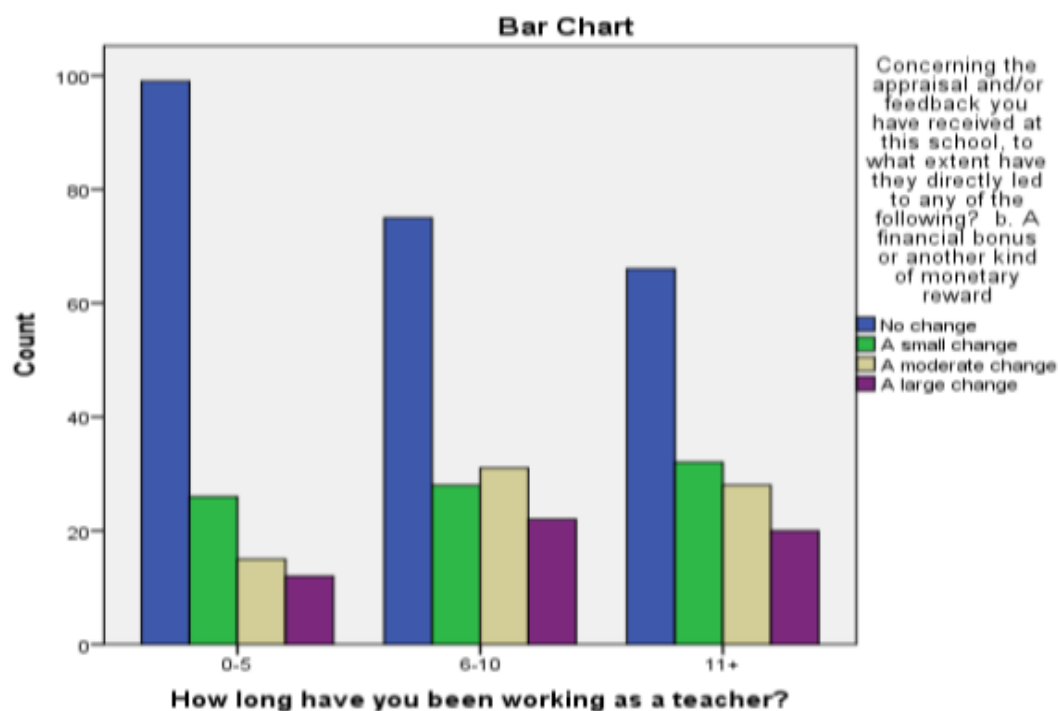


Figure 6.10: Teachers responses on the impact of TE on financial rewards

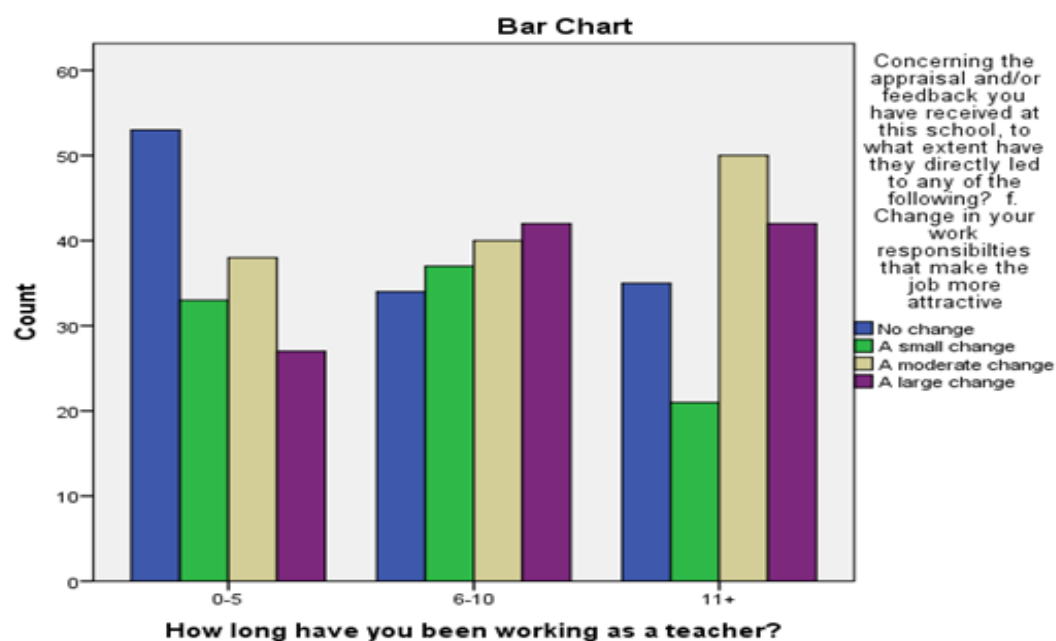


Figure 6.11: Teachers' responses on the impact of TE on their responsibilities

Differences were found to be statistically significant in two respects; a development or training plan to improve teaching, and handling of student discipline and behaviour problems.

In both of these, teachers with less experience 0-5 years indicated small changes more often than other groups, while teachers with 11 years and more experience were more likely to report large changes. As for respondents with 6 to 10 years of experience, the majority agreed that TE led to large changes in their approach to student discipline and behavioural problems, as shown in Figure 6.12.

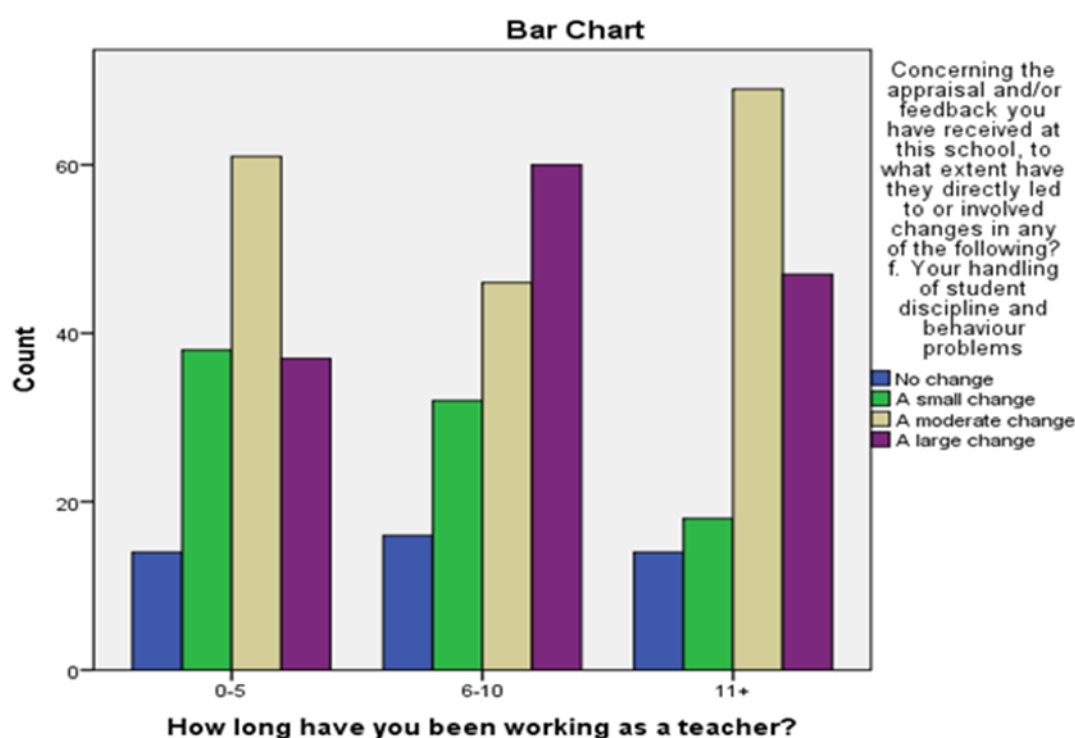


Figure 6. 12: Teachers' responses to the impact of TE in handling of student discipline

6.9.4 Descriptions of teachers' evaluations outcomes in their schools

The statistical differences occurred on two points: firstly responses to the statement, 'In this school the principal takes steps to alter the monetary rewards of a persistently underperforming teacher'; and secondly, 'If I am more innovative in my teaching at this school I will receive increased monetary or nonmonetary rewards'. Respondents with more years of teaching experience were inclined to agree with the statements, while teachers with 0-5 years of experience tended to disagree with the statements as shown in Figures 6.13-14.

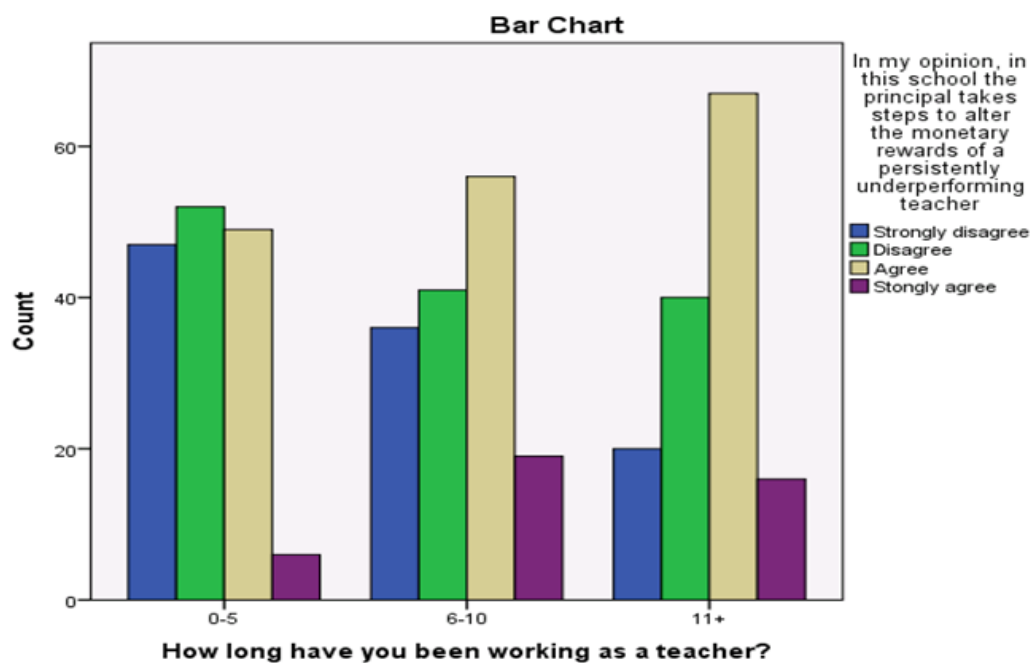


Figure 6. 13: Responses on the statement the principal takes steps to alter the monetary rewards of a persistently underperforming teacher

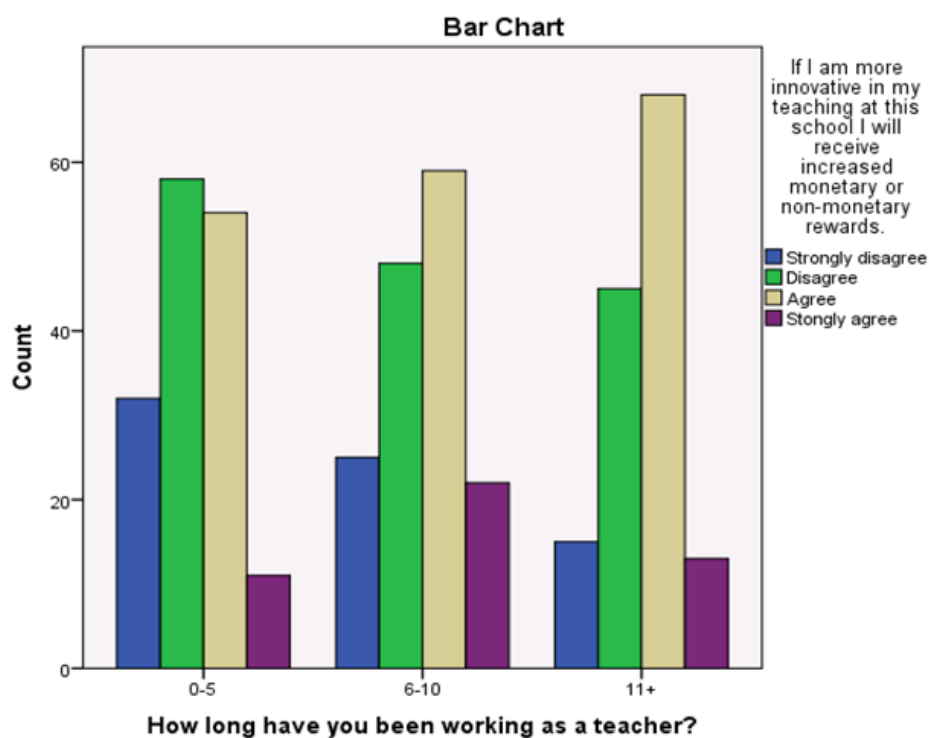


Figure 6. 14: Teachers' responses on receiving rewards in their schools

6.10 The Overall Effects of Teacher Experience on Teacher Perceptions

Differences were more pronounced, the greater the experience gap between the respondents. Those teachers with more experience tended to have a more positive view of TE than those with less experience. However, agreement occurred between the two sets in the reporting of the numbers of feedback sessions received from supervisors. This may be due to some of the newly recruited teachers who were not yet considered ready to receive some kind of a supervisory feedback, while teachers with longer years in the teaching profession may have received less feedback from their external supervisors because of their years of satisfactory experience. This may point to the importance of taking experience into account as an independent variable when examining the TE process.

6.11 The Independent Variable of Teachers' Experiences within their Schools

The general teaching experience intervals were reduced from seven to three, as explained in Section 6.9, for the analysis of the independent variable of teachers' experiences within their current schools. This resulted in the table being constructed in four intervals, as shown in Table 6.15-16. In doing so, the findings revealed a lesser impact of the independent variable of teachers' experience within their current schools, when compared to the variable related to the number of years of teaching as a whole.

Years of experience in the current school	Frequency	Percent
This is my first year	63	13.3
1-2 years	69	14.5
3-5 years	145	30.5
6-10 years	159	33.5
11-15 years	25	5.3
16-20 years	10	2.1
More than 20 years	2	.4
Total	473	99.6
99.00 Missing	2	.4
Total	475	100

Table 6.15: Numbers of participant according to teaching experience intervals in the current school

Years of experiences in the current school	Frequency	Percent
0-5	277	58.3
6-10	159	33.5
11+	37	7.8
Total	473	99.6
99.00	2	.4
Total	475	100

Table 6.16: Numbers of respondents according to the three teaching experiences ranges

Using all the elements of the questionnaire, the chi-square analysis showed that only two aspects of the dependent variables were statistically significant. These two elements are both related to teachers' perceptions of the influences of evaluation of their personal career, change in salary, and the financial bonus or other monetary reward. Teachers with 0-2 years of experience in their current school were more inclined to report 'no changes' in either, while teachers with 11 or more stated 'large changes' in their salaries and 'small changes' in other monetary rewards. Teachers with 3-5 years of experience in their current schools reported moderate changes. The more years of experience a teacher had, the more likely she was to express more positive views regarding monetary changes. This could be ascribed to the increase in teachers' salaries that was implemented in 2011, where more experienced teachers could see noticeable increases compared to previous rises in salary.

6.12 Effect of the Independent Variable the Department on Teachers' Perceptions

The second phase of the empirical study was applied specifically to Science departments, with interviews involving Science teachers and their supervisors. The data analysis in this section, consequently, concentrates on the perceptions of Science teachers.

6.13 Chi-square Tests for Bivariate Analysis

The chi-square test was used to investigate the correlation between two variables: the department, as an independent variable, and all of the 52 closed questions in the questionnaire. Whenever a correlation was identified, it was followed up with further examination on the effects of teaching experience, as analysis identified this to be the most

influential independent variable. To provide a succinct analysis, the following subsections illustrate correlations that have a statistically significant relationship between the department to which teachers belong and teachers' perceptions.

6.13.1 External evaluator

There is a significant statistical correlation between teachers' perceptions on the frequency of feedback that they received from their supervisors. Teachers from the Science and Social Studies departments selected '3 or more times per year', with 41.4% and 24% respectively. While teachers from Maths, English, Religious studies and Arabic departments reported having received such feedback 'twice per year', as reported by 37.7%, 60%, 38.4%, and 50% of the respondents respectively. As shown in Table 6.17, the supervisors of all the subjects within this study provided teachers with some feedback.

Teacher perception on the frequency of received TE feedback from their supervisors			Twice per year	Three or more times per year	Never
Department	Science	Count	17	29	9
		% within Department	24.3%	41.4%	12.9%
	Maths	Count	38	29	14
		% within Department	37.3%	28.4%	13.7%
	English	Count	55	8	7
		% within Department	60.4%	8.8%	7.7%
	Social Studies	Count	11	12	4
		% within Department	22.0%	24%	8%
	Religious Studies	Count	28	12	15
		% within Department	38.4%	16.4%	20.5%
	Arabic	Count	39	8	3
		% within Department	50%	10.3%	3.8%
		Total % for all departments	40.5%	21.1%	11.2%

Table 6.17: Teachers' perception on the frequency of TE feedback provided by supervisors

The information from Table 6.17 suggests that a small proportion of teachers never received feedback from their supervisors, with the highest level being 20% from the Religious Studies teachers. However, for Science teachers, a further chi-square analysis revealed no correlation

between teachers who chose never and their teaching experience, their experiences all lay within all three of the teaching experience intervals, as illustrated in Table 6.18.

Teaching experiences	Number of Science teachers who have reported never received supervisors' feedback
0-5	4
6-10	4
11+	1
Total	9

Table 6.18: Number of Science teachers reporting 'never' on frequency of supervisors' feedback

6.13.2 Head of department

There were statistically significant correlations between the teachers' perceptions on the frequencies of feedback that they received from their heads of departments and the department they belonged too. Teachers of Arabic and Religious Studies responded with, 'monthly' to the frequency of feedback, with 42% and 44% respectively. By contrast, 42%, 44%, 41.8%, 57.1% of teachers from Science, Maths, English, and Social Studies respectively reported that they received feedback from their heads of departments more than once per month, the highest level of response available in the questionnaire.

This analysis indicates that the heads of departments in all the departments examined played a significant role in providing teachers with frequent feedback. Only 7% of Science teachers said that they had never received such feedback. Additional chi-square analysis showed that there was no correlation between teaching experience and Science teachers' who responded 'never'.

6.13.3 Peer review

The data analysis revealed a low frequency of peer review, with responses from the available options – 'never', 'once every three years', 'once per year' and 'twice per year' – being 32.8%, 4%, 13.3%, and 12.2% respectively. The chi-square test indicated that there was a correlation between the department to which teachers belonged to and the teachers' responses. It showed that 'never' was the most frequent answer for teachers in all departments, accounting for 37.5%, 34%, 20.9%, 37.8%, 37%, and 51% of teachers from the Science, Maths, English, Social Studies, Religious Studies, and Arabic departments, respectively (Table 6.19).

How often have you received TE feedback from other teachers?		Low frequencies of peer review				High frequencies of peer review		
		Never	Once every three years	Once per year	Twice per year	3 or more times per year	Monthly	More than once per month
Science	Count	24	4	10	10	6	4	6
	%	37.5	6.3	15.6	15.6	9.4	6.3	9.4
Maths	Count	33	4	13	9	5	15	18
	%	34	4.1	13.4	9.3	5.2	15.5	18.6
English	Count	18	2	13	13	10	15	15
	%	20.9	2.3	15.1	15.1	11.6	17.4	17.4
Social Studies	Count	17	2	5	10	5	1	5
	%	37.8	4.4	11.1	22.2	11.1	2.2	11.1
Religious studies	Count	26	6	16	13	2	6	1
	%	37.1	8.6	22.9	18.6	2.9	8.6	1.4
Arabic	Count	38	1	6	3	10	11	5
	%	51.4	1.4	8.1	4.1	13.5	14.9	6.8
Total	Count	156	19	63	58	38	52	50
	%	35.8	4.4	14.4	13.3	8.7	11.9	11.5

Table 6.19: Teachers' perceptions on the frequencies of TE received from other teachers.

32% of the participants opted for the last three choices with regards to the question on peer reviews, '3 or more times per year', 'monthly' and 'more than one per month', suggesting that the frequency of peer reviews conducted in their schools was at a level that many commentators would find appropriate. Chi-square analyses were applied to examine the discrepancy between the high and low rates of peer reviews, and a conclusion reached that the frequency, ideally, of these reviews should be greater than five.

As shown in Table 6.19, the seven choices were confined to two categories: low peer review for the first four choices and high peer review for the last three choices, with no correlation found between the frequency of peer reviews conducted and teachers' age or experience. However, there were correlations with the department variable, with teachers from the English Language department recording the highest number of peer reviews, while only 16 Science teachers reported a high instance of peer review (Table 6.20). In terms of the Science teachers who reported high or low rates, their teaching experience fell within all the teaching experience ranges.

Science Departments	Teaching Experience	Low peer review frequency	High peer review frequency
	0-5	14	7
	6-10	16	6
	11+	8	3
	Total	58	16

Table 6.20: Science teachers' responses to the frequency of peer reviews in their departments

6.13.4 Focus of teacher evaluation

The chi-square analysis revealed that there was a statistical association between only two elements among the 17 items included in the questionnaire: student feedback on teaching, and extra-curricular activities with students, with the department as the independent variable. In terms of the first point, there were clear variations, with 25.4% of Science teachers reporting 'not considered at all'; while only 12%, 13%, 8%, 10%, and 11.4 % of Maths, English, Social Studies, Religious Studies, Arabic teachers, respectively, selecting the same option.

As for the second point, extra-curricular activities with students, 33.7% of Maths teachers reported considered this was treated as a low priority by evaluators, while 14.3%, 21.8%, 22.9%, 17.9%, and 19% were the respective responses from Science, English, Social Studies, Religious Studies and Arabic teachers indicating their view that it was of importance to evaluators.

However, these differences did not account for the highest positive options. Table 6.21 illustrates that the total positive responses for the following options: 'considered with high importance' and 'considered with moderate importance', for student feedback and extra-curricular activities. Nearly 50% of the Science, English, Social Studies, Religious Studies, and Arabic teachers, as well as 40% of Maths teachers, agreed that these points were considered in TE.

Department	Teacher responses	Student feedback on my teaching			Extra-curricular activities		
		Moderate importance	Considered with high importance	Total	Considered with moderate importance	Considered with high importance	Total
Science	Count	13	22	35	18	22	40
	%	18.3	31	49.3	25.7	31.4	57.1
Maths	Count	20	21	41	27	12	39
	%	20.6	21.6	42.2	27.6	12.2	39.8
English	Count	17	26	43	28	23	51
	%	19.5	29.9	49.4	32.2	26.4	58.6
Social studies	Count	6	21	27	13	15	28
	%	12.5	43.8	56.3	27.1	31.3	58.4
Religious studies	Count	14	24	38	14	30	44
	%	21.5	36.9	58.4	20.9	44.8	65.7
Arabic	Count	15	32	47	18	30	48
	%	19.2	41	60.2	20.8	23.2	44
Total	Count	85	164	249	118	132	250
	%	19.1	32.7	51.8	26.3	29.4	55.7

Table 6.21: Teachers' responses on the impact of TE on 'student feedback' and 'Extra-curricular activities'

6.13.5 Impact on teachers' personal career

As mentioned in the initial data analysis, there was a significant number, amounting to 50% of participants, who responded 'no change'. As for a change in salary, if the teaching experience variable is taken into account, it can be seen that less experienced teachers (0-5 years) tended to select 'no change' more often than those with 11 or more years of experience.

When analysing the choices, 'a moderate change' and 'a large change', it is clear that change occurred. The percentage of respondents to the presence of change were 21%, 31%, and 32% for experience levels 0-5, 6 to 10, and 11+ years, respectively.

Taking into account the variable of the department that teachers taught in, some significant statistical difference can be ascertained, with teachers in the Maths department selecting 'no

change' more frequently than other departments, despite the fact that the sample participating in the questionnaire from the Maths department accounted for 35%, 21%, and 43% of teachers with 0-5, 6-10, and 11+ years of experience, respectively. In other words, there were more experienced teachers in the sample, as shown in Figure 6.15.

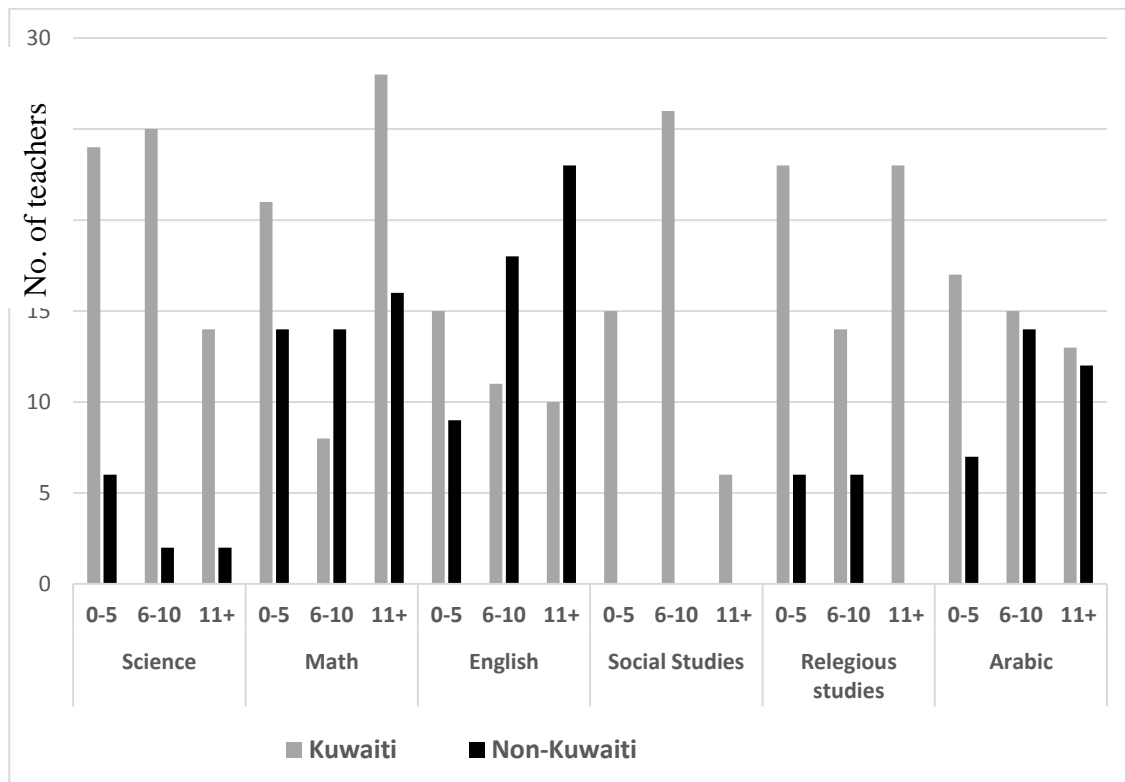


Figure 6.15: Teaching experience and nationality distribution in each department.

In order to explain the discrepancy in the results compared with the previous findings, the variable 'nationality' was tested. It was noted that the largest number of teachers participating in the questionnaire who were non-Kuwaiti, were from the Maths departments, totalling 43 teachers out of the 150 non-Kuwaiti teachers taking part.

The correlation between the nationality variable and the views expressed by teachers could clearly be seen in the fact that teachers from the Social Studies departments were all Kuwaitis, as illustrated in Figure 6.15. Their selection of 'no change' as a response was the least noted amongst all the teachers, with 28%, while the option 'moderate change' accounted for approximately 40%, which is the highest proportion when compared to the views of teachers in the other departments.

The non-Kuwaiti teachers seem to be dissatisfied with the lack of change in policies affecting their salaries. This is despite recent increases that have been approved by the Government, including an increase in the housing allowance from 60 dinars to 150 dinars per month, as well as the introduction of a foreign teacher allowance worth 10 dinars every two years, bringing the total annual cost salaries paid to non-Kuwaiti teaching staff to approximately 21 million dinars. However, such an increase was still well below that approved for their Kuwaiti counterparts.

When examining the statement: ‘Change in work responsibilities that make the job more attractive’, the analysis showed significant differences between the participants from department to department. Teachers in the Science, Maths and English departments were more inclined to choose ‘no change’ than the other departments, with 30%, 39%, and 34% of respondents in these respective departments selecting this option. In contrast, the lowest number of teachers that opted for ‘no change’ were from the departments of Arabic, Social and Religious Studies, with their respective percentages standing at 11%, 22%, and 18 %. A chi-square test was carried out to examine the effects of the teaching experience and nationality variables, and its impact on the teachers’ selection, but no statistically significant differences were identified.

6.13.6 Impact of teacher evaluation on professional development

Nearly 50% of teachers in all the departments expressed their agreement as to the impact of TE on their classroom management practices, knowledge and understanding of their main subject, and handling of student discipline and behavioural problems. However, differences were found to be statistically significant in the expression of views including ‘no change’. The response ‘no change’ is deemed to be a negative response in this study because the stated purpose of TE is to improve practice, and if there is a large number of staff believing that the process did not lead to change then this has to be considered as a failure to achieve aims. Teachers from the Science, Maths, and English departments opted to respond ‘no change’ more than their counterparts in the departments of Arabic, Social Studies and Religious Studies.

A chi-square statistical analysis was undertaken for these three points in order to ascertain the impact of the variables on teaching experience and nationality in each department, separately. For the first variable, teaching experience, there were statistically significant differences only in relation to the point, ‘handling of student discipline and behavioural problems’. This is

consistent with the initial statistical analysis pertaining to the effect of the teaching experience variable on the views of all teachers involved in the questionnaire. It was further noted that the reason for differences was found only in the Religious Studies department, where teachers with less experience opted for small changes more than other groups, while teachers with 11 years' experience or more, were more likely to report large changes.

The nationality variable examined on a departmental basis suggested that there were significant differences in only two areas. Firstly, in answers to the question on classroom management, 51% of non-Kuwaiti Maths teachers chose 'large change'.¹⁶ In contrast, the views of Kuwaiti Maths teachers were more inclined towards 'moderate change', with 31%, while those who chose 'no change' accounted for 24%.

On the issue of knowledge and understanding of the main teaching subject, differences were found in the English department and, once again, the views of non-Kuwaitis seemed more positive, with 49% of these teachers choosing 'large change', while the opinions of Kuwaiti teachers of English were divided almost equally, with 25% in each of the available options, 'no change', 'small change', 'moderate change' and 'large change'.

6.13.7 Impact of teacher evaluation on teachers' work in general

Statistically significant differences were found in only the three elements of fairness, helpfulness, and job satisfaction. Science and Maths teachers did not find TE a fair process, with 28% and 36% respectively stating this, the highest proportion compared with teachers in other departments.

The responses also revealed that teachers in the Science department were the most likely to disagree with the statement that TE was useful, with nearly one third holding this view (31.5%) In addition, only 6.8% of Science teachers indicated 'a large increase' in job satisfaction through TE, while the highest percentage of teachers indicating that it did lead to increased job satisfaction came from the Arabic Language department, with 35.8% of the departmental staff expressing that opinion.

A chi-square test was carried out to study teachers' views within each department separately in relation to the experience variable, and this resulted in some significant differences in the views of teachers from the Science department. 50% of the responding teachers with

¹⁶ The Maths departments participating in the questionnaire account for the largest number of non-Kuwaiti teachers.

experience of between 6 and 10 years considered the evaluation to be ‘unfair’. Additionally, 41.3% of the Science teachers, whose experience was in the range zero and five, stated that the appraisal was ‘not fair’, while only 12% of teachers with 11 or more years of experience held this opinion. This may be ascribed to the fact that those with experience are more likely to be given an excellent evaluation, for whatever reason. Not unnaturally, those praised in the system are more likely to consider the process to have been ‘fair’ while some teachers, with more limited experience, may consider the process to be ‘fair’ even if they do not achieve an excellent evaluation grade simply due to their inexperience.

Teachers with average years of experience aspired to higher evaluation grades the longer they were in the profession. However, while they strived for a higher grading, they considered their assessments were not a true reflection of their efforts and expertise. Similar differences in teachers’ views were also found in relation to the point pertaining to job satisfaction. 62% of more experienced Science teachers found that the evaluation process increased job satisfaction and they were the largest group to consider the evaluation system in their schools to be ‘fair’.

Of the teachers with fewer years’ experience, 51% reported that the evaluation process increased satisfaction, while approximately 40% of teachers with average experience, many of whom who referred to the evaluation as being ‘unfair’, found that the evaluation reduced job satisfaction. 25% of the Science teachers found that the evaluation process did not affect job satisfaction. Those teachers who found the evaluation process to be ‘fair’ had higher levels of job satisfaction, which is consistent with the views of previous studies and experts in this field (Kimball, 2002; OECD, 2009a; Bush & Middlewood, 2013).

6.13.8 Descriptions of teachers’ evaluations outcomes in their schools

The last part of the questionnaire examined teachers’ perceptions in relation to the impact of the TE process on the teachers’ work involving the administrative practices in their schools. A number of statistically significant differences in responses between the departments were identified in two statements: ‘In this school the principal uses effective methods to determine whether teachers are performing well or badly’ and ‘If I am more innovative in my teaching at this school I will receive increased monetary or non-monetary rewards’.

Regarding the first point, the most frequent response in all the categories was ‘I agree’, but differences were apparent in the numbers of negative responses. 39% of Science teachers chose ‘I disagree’, the largest percentage when compared to other departments. There was no

reference to the experience factor in this point, and this result is consistent with the initial statistical analysis in Section 6.9. Similarly, there was no identifiable nationality effect in responses to this statement.

Concerning the second point, differences were apparent in that 68%, 85%, and 57% of the teachers in the departments of Science, Maths and English, respectively, selected ‘I disagree’, while 64%, 61%, and 63% of the Social Studies and Religious Studies and Arabic teachers respectively chose ‘I agree’. Statistical analysis did not, however, reveal any differences within each department in terms of the experience or nationality variables.

6.14 Summary

This chapter provided a presentation of data and an analysis for the first phase of the MMR. It began by describing the research population, the sample characteristics and response rates. It then provided the significant findings of the applied TALIS questionnaire extracted from the OECD (2009a) study, which was administered to 457 primary school teachers in Kuwait. It also provided some comparative insights with the TALIS findings.

The findings suggest that 70% of teachers believed TE feedback contained judgements on the quality of their work, and suggestions for improvement. The analysis revealed that demographic characteristics of teachers, including years of experience, nationality, and the education department in which they taught, had a significant impact on a teacher’s perception of TE.

The next chapter, Chapter Seven, concentrates on the opinions gleaned from interviews with professional staff involved in the TE process and an analysis of the views expressed.

Chapter Seven: Presentation and Analysis of Interviews Findings

7.1 Introduction

This research study applied a mixed methods approach and comprised two sequential phases. In this chapter, the findings from the analysis of the second empirical phase are presented. Semi-structured interviews were conducted with 12 Science teachers and their 4 supervisors, from 4 primary schools in one district.

The chapter is divided into two main sections. The first section highlights the findings of the interviews with the teachers and is itself divided into two parts. The second main section presents the findings from the supervisors' interviews, in addition to the pilot study of the supervisors' interview. The pilot study for the teachers' interviews were conducted with 18 teachers and a detailed element is included in Appendix G.

7.2 Analysis of the Interview Findings with Primary Science Teachers

The first part introduces the sample selection and their characteristics, as well as the teachers' perceptions on TE feedback in terms of frequency, purpose, and impact.

7.2.1 *Sample selection*

Lengthy governmental authorisation processes limited the sample to one out of a total of six education districts. The educational district was chosen due to its proximity to the research base and was easily accessible for the conducting of interviews with 12 primary school teachers in four public schools (2 schools for boys, and 2 for girls). Each of these schools was visited and, after approval was gained (permission letters in Appendix I), personal interviews were carried out with three teachers from the Science departments of each school, all of whom had agreed to participate in the research. The Science department was selected because of my previous, extensive, experience as a Science teacher. This experience proved to be of immense benefit in gaining a deeper understanding of the teachers' perspectives on the issues being investigated.

7.2.2 *Sample characteristics*

Twelve teachers - 10 Kuwaiti and 2 non-Kuwaiti - participated in the personal interviews, all of whom held bachelor degrees. Table 7.1 provides a breakdown of the distribution of the sample according to age group, years of total teaching experience, and years of experience in their current school.

1. How old are you?	Age	Frequency
	Under 25	2
	25-29	1
	30-39	7
	40+	2
	Total	12
2. How long have you been working as a teacher?	Number of years	Frequency
	0-5	4
	6-10	5
	11+	3
	Total	12
3. How long have you been working as a teacher at this school?	Number of years	Frequency
	0-2	5
	3-5	3
	6-10	4
	Total	12

Table 7.1: Number of respondents, their years of experience and age

It was noted that teachers delivered around 10 to 15 sessions, which is in line with the official ratio determined by the Kuwaiti MoE for Science teachers in primary schools, where the maximum number of teaching sessions is set at 15 in any one week. It was also clear that there was no relationship between the number of sessions assigned to the teachers and their years of experience, or age.

In a typical school week, estimate the number of classes that you are charged to teach at your current school?		
Number of classes	Frequency of teachers' responses	Percent %
10	3	25
11	4	33.3
12	1	8.3
13	1	8.3
15	3	25
Total	12	100.0

Table 7.2: Teachers' allocation of classes

7.2.3 *Frequency of teachers' evaluation feedback*

Responses to the question on the frequency of evaluation feedback that the teachers received from other key administrative staff members, including the school principal, the deputy principal, the supervisor, the head of the department, and fellow teachers (see Table 7.3), were consistent with the results of the questionnaire and pilot study.

How often have you received appraisal and/or feedback about your work as a teacher in your current school from the following:					
	Principal	Deputy principal	Head of department	Other teachers	Supervisor
Number of responses	8	8	7	5	9
Mode	Twice per year	Never	More than once per month	Twice per year	3 or more times per year
Percentiles	67%	67%	58%	42%	75%

Table 7.3: Teachers' responses as to the frequency of TE feedback

The results also seemed to confirm that in the current evaluation procedures of teachers within Kuwait, it is the daily interaction with the head of the department that provided the most frequent source of feedback to the teacher. Based on the information provided by the sample group, it appears that, once again, peer evaluation was neglected, but to a lesser extent than that indicated by responses to the questionnaire.

How often have you received appraisal and/or feedback from other teachers?	Frequency	Percent
Never	2	16.7
Once every two years	1	8.3
Twice per year	5	41.7
3 or more times per year	3	25.0
More than once per month	1	8.3
Total	12	100.0

Table 7.4: Teachers' responses on the frequency of peer review

It can also be noted from Table 7.4 that, in relation to the issue of receiving TE feedback, the majority of the teachers' responses indicated that they received feedback from the principal 'twice per year', and 'three times or more per year' from the supervisor. It could be argued that these responses reflect the direct responsibility these post holders have for TE within the school and, consequently, their responsibility to provide feedback after classroom observation. However, the deputy principal does not seem to have any formal involvement in the evaluation process, and the data showed that eight teachers indicated that they had 'never' had any feedback from the assistant principal.

7.2.4 *Impact of teacher evaluation on teachers' work in general*

Answers to the question describing the evaluation process in general (as shown in Table 7.5) corresponded with the results of the questionnaire and were consistent with the results of the pilot study. In the main study, the majority of the teachers' responses were similar, indicating their approval of the fact that TE applied in schools included judgments on their practices and provided suggestions for improvement. This suggested that the main purposes of TE were accountability and PD. Most teachers agreed that the evaluation procedures were fair and helpful.

How would you describe the appraisal and/or feedback you received?			To what extent do you agree or disagree with the following statements:	
	a. The appraisal or feedback contained a judgment about the quality of my work.	b. The appraisal or feedback contained suggestions for improving certain aspects of my work.	a. I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school.	b. I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school.
N	12	12	12	12
Strongly disagree	0	1	0	2
Disagree	2	3	1	0
Agree	7	5	7	4
Strongly agree	3	3	4	6

Table 7.5: Teachers' responses on the focus, fairness and helpfulness of TE

The question also included the provision for interpretations of the answers given, which were then classified into 'agree' and 'disagree'. The interpretations are displayed in the following tables, from Table 7.6 to Table 7.11, according to the most frequent.

In the case of the following statement, 'the appraisal and / or feedback contained a judgment about the quality of my work', explanations concerning this were recorded in Table 7.6 as follows:

Agree	Do not agree
Because evaluation was the result of classroom observation with the most important role of the teacher being in the classroom (3 teachers).	The outcome of evaluation is confidential; thus, the final decision is not clear (one teacher).
Evaluation involves several aspects, including work attendance, activities, and in-class teaching methods (2 teachers).	Sometimes, the evaluation process may involve matters out of the teacher's control, including equipment/tools and practical preparation, which falls within the responsibilities of the science technician in the Science department of the school; or paying attention to personal and irrelevant details, such as teacher's dress code (one teacher).
Evaluation does involve a judgment on the quality of my work, especially in terms of the evaluation received from the head of department, who is in the same discipline as myself (2 teachers).	
Because the evaluation was the result of the views of three evaluators who have considerable experience in the educational field (2 teachers).	
I was awarded with a distinction and asked to continue working instead of retiring (one teacher).	

Table 7.6: Respondents' perceptions of the inclusion of judgmental purposes in TE

Regarding the statement, 'the appraisal and / or feedback contained suggestions for improving certain aspects of my work', Table 7.7 provides an account of the respondents' views:

Agree	Do not agree
-There are many suggestions, especially from the head of the department. These suggestions have had a significant impact on the development of my performance at work (some of these ideas relate to enhancing my performance and suggestions for security, safety and how to take into account students with special educational needs) (4 teachers).	The final evaluation is confidential and I do not know anything about the final outcome or the suggestions to be taken into account (2 teachers).
Teachers' performance is improving all the time (3 teachers).	Evaluation focuses on the negative aspects of performance and does not provide

	adequate proposals for the development of the teachers' performance (one teacher).
The supervisor suggested that teachers engage in a self-assessment of their performance after each lesson (one teacher).	One teacher reported that the evaluator asked her to use the follow-up record ¹⁷ during the class on an on-going basis (one teacher).

Table 7.7: Respondents' perceptions of the inclusion of improvement purposes in TE

For the statement, 'I think the appraisal of my work and / or feedback received was a fair assessment of my work as a teacher in this school', all but one of the teachers in the sample initially reported that the evaluation process was fair. However, when the teachers were asked to provide an explanation as to why they found the evaluation process to be so, many of them reported that it could actually, on occasion, be unfair. The reasons are given in Table 7.8:

Agree	Do not agree
Evaluation is fair because it affects potential aspects of my professional life and my in-class performance (3 teachers).	No matter how hard I try, the evaluator only focuses on the negative aspects, which can be very frustrating (2 teachers).
Because it involves several aspects, including work attendance and teacher performance in class (two teachers).	I am not sure, as the final evaluation is confidential (2 teachers).
Evaluators are the most experienced, especially in their field of specialty (one teacher).	Sometimes all teachers are made equal; therefore, no distinction is drawn between committed teachers, who are regular in terms of attendance, and those with a high rate of absenteeism. (one teacher)
	Sometimes, we engage in extra activities that are neglected in the evaluation process (one teacher).

Table 7.8: Respondents' perceptions on the fairness of TE

To the statement, 'I think the appraisal of my work and / or feedback received was helpful in the development of my work as a teacher in this school', 10 out of 12 teachers responded that

¹⁷ A follow-up register is a register of all attending students. It is used to note students who participate in in-class activities. A tick would be placed in front of the participating students to encourage them to take part throughout the lesson.

the evaluation was useful for their PD. One of the teachers stated in her answer, ‘yes, it is useful, but not always’, and so was placed in the ‘Do not agree’ category.

Agree	Do not agree
It offered me suggestions on how to improve my performance at work (4 teachers).	The final evaluation is confidential (one teacher).
It touches on certain aspects of my work-related performance, such as teaching methods, activities, and overall job attendance and commitment (three teachers).	Evaluation is not always useful because suggestions tend to be ineffective or irrelevant, focusing on secondary issues, such as the slight variations in the number of students from one group to another (one teacher).
Evaluation is beneficial if it is grounded in the correct criteria. However, these suggestions are generally useful for work-related settings (one teacher).	Sometimes, one cannot differentiate between teachers with an excellent attendance record and those with reports marred by poor attendance records (one teacher).
Evaluation is useful, especially as it is provided by highly experienced individuals, who may pinpoint aspects in my job that I may not be able to notice that easily. In so doing, they provide the best guidance and direction for future application (one teacher).	

Table 7.9: Respondents’ perceptions on the helpfulness of TE.

Answers to the question, ‘concerning the appraisal and / or feedback you have received at this school, to what extent have they directly led to following: changes in your job satisfaction or job security’, are displayed in Table 7.10. 50% of teachers surveyed believed that the process of TE contributed to an increase in job satisfaction, while nearly 60% of teachers believed that the TE process did not affect job security. These responses were compatible with the results of the questionnaire:

	Changes in your job satisfaction	Changes in your job security
A large decrease	0	0
A small decrease	2	0
No change	4	7
A small increase	3	5
A large increase	3	0
Total	12	12

Table 7.10: Teachers’ responses on the impact of TE on job satisfaction and security

To elaborate upon teachers' views on how TE impacted upon job satisfaction, Table 7.11 provides justifications for their responses:

Increase in job satisfaction	The evaluation process contributes to increasing teacher's performance level, which in turn leads to increased job satisfaction (four teachers).
	If the evaluation process is fair, then job satisfaction will increase (2 teachers).
No change in job satisfaction	There are other factors affecting job satisfaction, and these are more important than the TE process itself (e.g. students' understanding of the lesson and their ability to apply this understanding in the lesson, work constraints, level of trust given to teachers, and work pressures) (4 teachers).
Decrease in job satisfaction	Teachers exert considerable efforts at work. However, feedback and suggestions in the evaluation are not pertinent (one teacher).
	If evaluation is not fair, and does not distinguish between high performing teachers and low performing ones, then this results in decreased job satisfaction (one teacher).

Table 7.11: Teachers' perceptions on the contribution of TE to job satisfaction

Some teachers provided a further insight into perceptions of the effect of TE on job security, reporting that, in effect, no such influence existed. They cited as evidence the fact that, no matter how high the absence rate was for an individual teacher, he/she would still be guaranteed employment in the school, and the chances of a teacher being made redundant were very slight, especially in state schools, though more so in private schools. The teachers actually found the evaluation process to be a means of increasing, rather than reducing, their job security, albeit slightly. Their rationale was that providing a fair account of their performance would contribute positively to their continuity of employment. They also noted that positive feedback could effectively contribute to their job security.

7.3 Analysis of the Teachers' Views on the Open-ended Questions of the Interviews

This section collates the data on teachers' views from the open-ended questions. It begins with teachers' views on the influences of TE on PD, in terms of having three evaluators, the mechanisms used in the supervisors' feedback, and the anticipated, and actual, incentives available to teachers.

7.3.1 *The influences of teacher evaluation on teachers' professional development*

The open-ended questions posed during the interview consisted of three main parts, all of which were based on the theoretical framework of the research, as previously discussed in Section 4.11.

7.3.2 *Part one: impact of having three evaluators involved in the process of teacher evaluation*

- 1- Describe the feedback you received at the post observation conference from each evaluator (head of the department/supervisor/principal), and determine whether it has contributed to your professional development.*

All of the teachers in the sample agreed that the head of department is the authority within the school that contributes most to the PD. Their direct access to the teaching environment enabled them to offer observations on an on-going basis. Participants unanimously confirmed that the number of visits carried out by the head of department far exceeded the number of visits carried out by the supervisor and school principal. In addition, the head of department was regarded as being far more knowledgeable, and more informed, concerning the physical and psychological situation of the teacher.

With regards to the observations made by the head of department, there was agreement that these were extremely useful in the development of those areas pertaining directly to work-related aspects of performance, focusing the teachers' attention on using teaching methods and scientific material in the classroom environment. On the other hand, teachers believed that the school principal focused more on administrative issues, such as noting the absences of students and ensuring the availability of attendance registers and the completion of leave forms. Similarly, the observations of the supervisor seemed to contribute to PD, but only to a limited extent in comparison with the head of department. Nevertheless, two teachers reported that the observations of the supervisor had a more positive impact on their PD than those of

the school principal, since the supervisors generally shared the teachers' specialty or teaching subject.

2- In your opinion, what are the advantages and disadvantages of having three official evaluators in the evaluation process you have been through?

The participating teachers provided conflicting views in their replies to this question; six teachers reported the role of three evaluators as being a positive aspect of the process, while the other six found it to have the exact opposite impact (see Table 7.12). This even split was also noted between the interpretations and the findings of the pilot study (Appendix G).

Positives	Negatives
Not being limited to a single party will not only increase the credibility of the process, but will also ensure that no injustice is inflicted upon the teacher (four teachers).	There is an enormous psychological pressure on the teacher, which may restrain her ability to deliver and cause her to feel less confident in her overall performance (four teachers).
The process contributes to the enhancement of the teacher's performance, allowing the teacher to be constantly well prepared (one teacher).	The final evaluation report is secret, with all three evaluating parties meeting to decide on the teacher's report without his prior knowledge (one teacher).
There can be a multitude of opinions, and every evaluator is responsible for one particular aspect of the performance, which may provide a much wider scope for PD in the form of feedback (one teacher).	The disagreements between the evaluators cause problems between them and the teacher, who may, as a result, experience a great deal of stress and show dissatisfaction towards the evaluator for giving the lowest report on the teacher's performance (one teacher).

Table 7.12: Teachers' perceptions of the advantages and disadvantages of having three official evaluators

7.3.3 *Part Two: the mechanism of supervisors' feedback*

Think about the day of the latest supervisor visit to your class. The following questions are concerned with this event:

1- How effective was your preparation for the class in which your supervisor conducted the observation?

From the feedback given by eight of the teachers, class preparation was as normal as any other teaching session and involved the same daily routine. Two teachers, however, stated that their preparation was excellent for the supervisor's visit, while one teacher stated that she was

well prepared, but the absence of a science technician¹⁸, and the on-going shortage of the tools to be used for the class, had a negative impact. One teacher was unsure whether the question related to having the right equipment and materials, or to being personally psychologically prepared. When she was informed that it included both, the teacher stated that she was well prepared in terms of equipment and in her ability to adhere to the log book, but was extremely anxious at the thought of having a supervisor watch over her while she delivered a lesson.

Have you received any feedback from your supervisor after the classroom observation? If yes, what support did the feedback include for your professional development?

Based on the results of the pilot study (Appendix G), all the participating teachers were notified that feedback in this context meant any positive or negative comments received by the teacher. All the teachers acknowledged that they had received feedback from the visiting supervisor, with eight stating that the feedback was of immense benefit in terms of developing them professionally, improving their job performance and in managing classroom activities. The feedback they were given was positive overall, and included guidance, and indications, as to areas of improvement in the subject area. This, they felt, increased their motivation to improve their PD and to focus on the students.

In contrast, the remaining four teachers reported that feedback did not have much of an impact in terms of their PD because it sometimes focused on, in their view, less important issues. An example given was one evaluator insisting that the teacher should wear a white lab coat¹⁹ during classes. There were instances where the supervisor offered suggestions that, again in the opinion of the teacher, were not appropriate for certain lessons. For example, one evaluator suggested that the teacher undertake group activities in the classroom when, in the professional opinion of the teacher concerned, the subject matter did not warrant such an approach. According to the four teachers, the supervisors held no discussions concerning the issue of students with special needs, highlighting the fact that such discussion should normally go through the head of department and the school administration. The supervisor, however, was left to focus more on low performing students, that is, students with a poor

¹⁸ The job of a science technician is to install equipment and prepare materials needed for the teacher's lessons. For the purpose of science classes, the teacher often requests in writing a number of required pieces of teaching equipment and aids from the science technician at least a week before the lesson's delivery.

¹⁹ The Science teacher is requested to wear the white coat, especially when carrying out scientific experiments. Students are also required to wear this coat during the science lessons.

record of educational achievement that suggested underperformance as opposed to a lack of inherent ability.

- 2- *Have you accepted the feedback received from your supervisor at the post observation conference? If so, what are the factors that encouraged you to do so? If not, what are the factors that hindered your satisfaction?*

All 12 teachers responded positively to this question, stating that they would happily accept feedback from their supervisor. Upon further elaboration, nine of the teachers explained that they took feedback on board because it contributed to their PD and, thus, positively helped them to raise the level of student achievement. Four of the teachers reported that their supervisor began by stating the positives. They then listed any negatives related to their performance, but this was done in a friendly manner at the end of the post-observation conference.

Two of the teachers felt that feedback was a precious opportunity to learn from those with more experience within the educational field, and two other teachers reported that these observations were highly professional and objectively presented. Lastly, two teachers stated that they sometimes found it hard to accept the whole feedback process as they felt it focused too much on secondary issues that were totally unrelated to PD.

- 3- *What are your intentions to respond to the feedback received from your supervisor at the post observation conference?*

All of the teachers provided a positive answer to this question and confirmed that they intended to use the guidance offered to the best of their abilities. Two teachers commented that they had followed the guidance provided by their supervisors, as it came from someone who had more experience in this field of study than they did. In addition, four of the teachers said they had already started working on the negative aspects of their performance in response to the direction and guidance that was given to them.

- 4- *What suggestions might you have for your supervisor regarding the type of feedback you would like to receive that might have a direct impact on your professional development?*

Suggestions that were offered during the feedback were consistent with those identified in the pilot study, primarily revolving around the need to focus on the scientific materials needed as part of the lessons. It was felt that the feedback itself should be well presented and constructive, avoiding emotional responses and exaggerated reactions or unfounded criticism of the teacher, for example, based on a failure to provide an illustrative example in the

delivery of the lesson. It was also believed that supervisors should be present and observe the whole of a lesson in order to make a realistic evaluation and, therefore, provide more comprehensive feedback.

While one teacher suggested that the supervisor should not give feedback during the lesson as this could lead to confusion, another proposed that the supervisor has a duty to state all performance-related shortcomings without hesitation, as this was in the best personal interests, as well as in the interests of her PD. Another teacher suggested that the supervisors should focus on the positives only, because pinpointing negatives would eventually be counterproductive insofar as the teacher's performance was concerned.

7.3.4 *Part three: The expected and obtained incentives of teachers' evaluation*

What are the impacts of the process of TE on your performance?

Responses were largely consistent with the results of the questionnaire and the pilot study, with the majority agreeing that evaluation contributed positively to the improvement of teacher performance. In fact, seven out of the 12 teachers in the main study found that evaluation contributed to their PD to a great extent. One of the reasons reported by these teachers was the fact that the evaluation process helped them focus more on important issues that may have been overlooked in the past. In addition, it made the teachers constantly alert, well prepared, and motivated to continuously develop themselves. Two of the teachers stated that the benefits gained from the increased level of performance stemmed, primarily, from the head of department and their colleagues in the department. Four of the teachers reported that their evaluation sometimes contributed positively to the development of performance. On other occasions, it had negative impacts, particularly when the feedback from the evaluating team focused mainly on negative aspects of their work and apparently secondary matters that had no obvious bearing on the teaching process. In such instances, this frustrated teachers and undermined their position. Only one teacher stated that evaluation had not negatively affected her performance at work but this was because the final report was confidential and she had had no access to the final grading. As such, she was not aware of any flaws detected in her performance.

Have you received rewards due to your acceptable performance? If so, what are they? If no, could you explain why you have not received any rewards?

All 12 teachers responded positively to this question, confirming that they had received moral support, such as messages and words of praise and encouragement. While seven of the

teachers specified that they had received verbal praise and thanks from the head of department, four teachers stated that they had received other forms of rewards, such as monetary incentives to the value of 200 KWD. One of the respondents' answers to the previous question had been that the evaluation had no effect on their performance because it was confidential, and this view was re-iterated in the results of the pilot study. Three of the teachers reported that they had been given the opportunity to attend courses and activities aimed at their PD.

What rewards do you value or desire for your performance?

The responses to the third question were consistent with the pilot study in terms of the type of rewards the teachers preferred to receive. All of those in the main study sample were more in favour of moral support and encouragement, such as compliments and messages of thanks, than monetary reward. These answers may have been influenced by the context in which they were asked the question, and some may have felt that such a response was the 'correct' professional one. Further analysis of this question, however, revealed that there were rational explanations for such opinions. One teacher explained that these complimentary messages could be placed in the teacher's file to be used as supporting documents for any transfer requests that might submit to other schools during their professional career.

Six of the teachers stated that they preferred training courses and PD activities in which they had already participated. One of these teachers insisted that, for a teacher to participate actively in training courses, she could not be overburdened with administrative tasks. Financial rewards appealed to three of the teachers, one of whom declared that teachers would sometimes use their own wages to purchase support activities and teaching aids. Only one of these teachers had actually received a financial reward following evaluation.

Four of the teachers had a stronger preference, and indeed a determination, for school-based evaluation at work to be carried out by their colleagues and the school principal. They expressed a desire to be differentiated from those who were deemed as underperforming and those who had a poor attendance record. Finally, two teachers were not willing to take on additional responsibilities, as they felt this might adversely affect what, they believed to be, their primary role, the teaching of their students.

7.3.5 *The pros and cons of teacher evaluation*

What are the positive aspects of the teachers' evaluation process at your school?

What are the negative aspects of the teachers' evaluation you received at your school?

The two questions sought to explore both positive and negative aspects of the teachers' evaluation process in general. Responses are presented in Table 7.13. It is recognised by teachers that the most significant positive aspect of TE is in developing teacher performance, and this confirms the findings from the pilot study and the answers to the questionnaire. The confidentiality of the final appraisal reports was seen as the most frequently negative aspect of TE in the interviews.

Positives	Negatives
Developing teacher performance (nine teachers).	Confidentiality of the final reports (10 teachers).
Standards are determined and clear (eight teachers).	Favouritism of some teachers and failure to differentiate fairly between teachers according to their performance (four teachers).
Raising the academic level of students (five teachers).	Lack of consideration for teachers' psychological state (three teachers).
The appraisal process increases motivation at work (three teachers).	Teacher frustration (three teachers).
Administrators and colleagues realise the distinguished performance of the teacher in the classroom (two teachers).	Focusing on secondary matters that do not relate directly to the teacher's work (two teachers).
	The evaluation terms are open and not specific (one teacher).

Table 7.13: Teachers' perceptions on the positive and negative aspects of TE

7.3.6 *Definitions of effective teaching and effective teacher evaluation*

In response to the first question (*'In your opinion, what is effective teaching'*), nine of the teachers focused their interpretations on the student, stating that the students are at the heart of effective teaching and they must be aided in understanding the lesson, and in interacting with the teacher. One teacher, in particular, noted the need to enable and facilitate the participation of vulnerable students, that is those with anxiety issues, or who are performing at a low level during lessons. Another teacher stated that teachers are only effective in their teaching when such students are engaged and not distracted. According to one teacher, effective teaching is about ensuring the freedom of the teacher to be creative, in terms of choosing the teaching method and the relevant lesson plan for each class, without having to adhere to the lesson plan stated in the lesson preparation register. Lastly, one teacher, in her description of effective teaching, referred to the efficient use of modern teaching aids to promote the learning process.

In relation to the second question, (*how do you think teachers should be evaluated?*), there was a convergence in the teachers' views among those participating in the pilot study. The

greatest response centred on taking in to account students' levels and achievement, with three teachers specifying that this should be determined by the students' exam results. Two teachers, however, stated that this could be achieved by asking the students directly concerning the extent of their understanding of the lessons. Five of the teachers reported that the current evaluation process was acceptable, but certain aspects should be reviewed, with two advocating that the confidentiality in the final report should be abandoned. One respondent felt that self-evaluation should be taken into account, while another stressed the need for objectivity and impartiality throughout the evaluation process. An increase in the role of the head of department was proposed by one, and another suggestion was the continuous assessment of student levels, and taking these into consideration in the final evaluation.

Two teachers emphasised that effective TE should focus on teacher practices in the classroom and not on administrative tasks and/or extracurricular activities. Another teacher reported that effective TE is dependent on the heads of departments, as they are the teacher's direct manager and have daily interaction with them, and daily involvement in the teacher's activities in the normal working day. All the points raised were also identified in the pilot study.

7.3.7 Teachers' further comments

Six teachers added comments in their responses to the question; *Are there any further comments you want to add about the process of TE?* Two called for a cancellation of the confidentiality in the final report, two advocated easing the current administrative burden on the teachers and the cancellation of the evaluation criterion 'your relationship with your peers'. One teacher felt this was too personal and had no association or bearing on the teacher's performance in the classroom.

One teacher went as far as to suggest the need to change the evaluation process after 10 or 15 years from the date that teachers started working, and to ease the pressure placed on the teacher as a result of having to face classroom observations by three evaluators. Finally, one teacher suggested the need for the evaluation rules to be more specific so that they do not incorporate personal opinions or any form of evaluator bias.

The only issue raised which was consistent with the pilot study was the desire to alleviate the additional workload of the teachers, so that they could focus on their core role of preparing and teaching lessons.

7.4 Analysis of the Interview Findings with Supervisors for Primary Schools

The first part introduces the pilot study conducted with supervisors. The following sections demonstrate the sample selection and their characteristics, as well as the supervisors' perceptions on the features of TE feedback in terms of frequency, purpose, and impact.

7.4.1 *Pilot study of supervisors' interviews*

Following a visit to the Department of Technical Guidance for Science in one educational district, the head supervisor gave permission for a pilot study to go ahead. The pilot was conducted with one male and one female supervisor. Each question was read out and both respondents were polled about the clarity and relevance of these questions to the topic, taking into account any other suggestions, or differently worded questions that would serve the research better. Upon completion, both supervisors confirmed that all the questions were clearly presented and suitable for the subject, whilst also providing suggestions on the following two points.

Have teachers received rewards due to their acceptable performance?

The supervisors suggested that the word 'acceptable' should be removed from the question on the basis that the term did not allow for varying degrees of professionalism and success as a teacher. One supervisor explained that teachers may often receive rewards for their excellent performance, while teachers with acceptable performance might be rewarded as an encouragement to improve. The question was amended as suggested so that performance was not narrowed down, but was left open.

One of the supervisors noted a repetition in the following questions, which might lead to the same answers:

A- What are the positive aspects of the TE process at primary school?

B- What are the negative aspects of TE at primary school?

C- In your opinion, what are the advantages and disadvantages of having three official evaluators in the TE process?

Upon further consideration, it was determined that these three questions would be retained unchanged in order to ensure consistency. In addition, while questions A and B are related to the process of TE in Kuwait in general, question C focuses on the number of evaluators, in particular, which is a specific feature of TE in Kuwait which needed to be investigated from participants' perspectives.

7.4.2 *Sample selection*

The same sample of supervisors included those responsible for the four schools in which the personal interviews with teachers were carried out. These supervisors were given the interview form on the first visit, and arrangements put in place for times to conduct the interviews. As with teachers, their consent was sought in relation to recording and personal privacy was guaranteed.

7.4.3 *Sample characteristics*

Table 7.14 illustrates the distribution of the sample according to the variables of age, years of experience as a supervisor in general, and years of experience as a supervisor in the existing schools in particular. In the academic year 2013/2014, each participating supervisor was responsible for evaluating 51, 60, 60, and 61 teachers, respectively.

1. How old are you?	Age	Frequency
	30-39	2
	40+	2
	Total	4
2. How long have you been working as a supervisor??	Number of years	Frequency
	1-2	2
	3-5	2
	Total	4
3. How long have you been working as a supervisor for this school?	Number of years	Frequency
	1-2	3
	3-5	1
	Total	4

Table 7.14: Rate of respondents' age and years of experience

7.4.4 *Frequency of teachers' evaluation feedback*

All four supervisors reported that they conducted 3-4 classroom observations and provided between 4-5 feedback sessions with each teacher. They pointed out that, on occasion, they provided feedback without conducting classroom observation. These claims are inconsistent with the answers given in the questionnaire as to the frequency of feedback received from a supervisor. The supervisors identified the factors determining the number of visits for each teacher. Teaching experience was one factor, with recently appointed teachers attracting most visits. Teacher performance was another key determinant, with low performing teachers, in need of more support, receiving more visits.

7.4.5 *Impact of Teachers' Evaluation on Teachers' Work in General*

The responses to the question: *How would you describe the appraisal and/or feedback that teachers received in their schools?* are shown in Table 7.15. They were generally consistent with those obtained in the questionnaire and personal interviews with teachers. The most repeated answers focused on the fact that the evaluation applied in schools was a beneficial tool for producing judgements on teacher performance and in providing suggestions for ways in which the teacher could undertake self-development. Overall, TE was regarded as a means of providing valuable information.

How would you describe the appraisal and/or feedback that teachers received in their schools?

	a. The appraisal or feedback contained a judgment about the quality of teacher work.	b. The appraisal or feedback contained suggestions for improving certain aspects of teacher work.	c. I think the appraisal of teacher work and/or feedback provided was a fair assessment of teacher work.	d. I think the appraisal of teacher work and/or feedback received was helpful in the development of teacher work.
Strongly disagree	0	0	0	0
Disagree	0	0	1	0
Agree	3	4	2	1
Strongly agree	1	0	1	3

Table 7.15: Number of supervisors describing the appraisal and / or feedback that teachers received in schools

All agreed that the evaluation process contained a judgement on the quality of the teachers' performance because, in the formal evaluation process, a distinction had to be made on the basis of the teachers' performance after they had received a classroom visit. Three of the supervisors confirmed that the first visit to the school was generally exploratory, involving some introductory feedback, clarification of the process, gathering information on evaluation criteria, and instructions, where appropriate. One of the supervisors also added that during the visits, the evaluation did not enable definitive judgements on the teachers' performance during the school year, but the process was more concerned with giving feedback that was useful and practical for the teacher at work. In the final report, however, judgements were more explicit.

In relation to the statement: *The appraisal and / or feedback contained suggestions for improving certain aspects of teacher work*, all of the supervisors agreed that the evaluation process provided suggestions to improve teachers' performance. One of the supervisors stated that evaluation consolidates the positive aspects of the teacher's performance and reduces any negative aspects. Another supervisor reported that evaluation focused very fully on the lesson plans and on any weaknesses in the teachers' performance.

In response to the statement: *I think the appraisal of teacher work and / or feedback provided was a fair evaluation of teacher work*, three of the supervisors felt the evaluation process was fair, and they provided various reasons for their conclusion. One factor indicating fairness, in their opinion, was that teachers were aware of the standards and criteria to be followed in their evaluation from the start of every school year. The fact that the evaluation process focused on the teachers' performance in the classroom, through classroom observation, the basis of the teachers' job, was another example, they felt, of the inherent fairness of the system. Further illustrations of fairness in the evaluation process stemmed from the assessment of teacher performance by professionals at three different levels within the profession approaching the task from different perspectives: (1) the head of department evaluating the teacher's performance in terms of teachers in the department; (2) the school principal evaluating the performance of the teacher in terms of other teachers in the school; and (3) the supervisor assessing the teacher's performance in terms of the performance of teachers in other schools.

In contrast, one supervisor felt the evaluation process was not 100% fair because, at times, the personal interests of the evaluators prevailed, while in other cases the school administrators exhibited bias favouring certain teachers over others. This point was also raised by some of the teachers during the personal interviews and in answers provided to the questionnaire.

In terms of the statement: *I think the appraisal of teacher work and / or feedback received was helpful in the development of teacher work as a teacher in this school*, all four supervisors agreed that the evaluation process was useful for the development of the teacher's work, with two confirming that evaluation was helpful because it focused on the PD of the teacher, especially for their performance in the classroom. This view is consistent with a large proportion of the teachers (84%) who participated in the interviews and considered evaluation to be helpful. A supervisor further elaborated that the evaluation process increased the teacher's interest and concentration at work because it addressed the aspirations of the teacher to achieve higher ratings and a better evaluation every time. Thus, feedback was taken into

account by the teacher who sought to implement it immediately in order to develop her performance.

One supervisor reported three years previously, the evaluation process informed teachers about their performance and their strengths and areas for improvement half way through the academic year. However, this report was, from her viewpoint, regrettably cancelled in 2011 with the implementation of the new evaluation policy. On the other hand, two teachers who participated in the interviews found that the evaluation was not helpful and noted the confidentiality aspect of the final evaluation, claiming the focus of evaluation had occasionally centred on marginal issues. They also were unhappy with the lack of an appropriate distinction between committed teachers and less committed ones. These points were not touched upon by the supervisors sampled, which may be simply a factor relating to the relatively small number of participants involved.

Table 7.16 provides the responses from the supervisors to the following question: *Concerning the appraisal and / or feedback you have provided at this school, to what extent have they directly led to changes in teachers' job satisfaction and job security?* Three out of the four supervisors in the sample believed that the process of TE contributed to raising job satisfaction, while three supervisors also claimed that the TE process did not affect job security. The responses are consistent with the results of the teachers' questionnaire and personal interviews.

	Changes in teacher job satisfaction.	Changes in teacher job security.
A large decrease	0	0
A small decrease	0	0
No change	1	3
A small increase	3	0
A large increase	0	0
Total	4	3

Table 7.16: Supervisors' responses to the extent to which TE led to teachers' job satisfaction and security

Two supervisors stated that the process of TE raised job satisfaction if the teacher felt that the evaluation process was fair. This is consistent with the views expressed in the personal interviews. However, one supervisor reported that she was more interested in communicating feedback, taking into account the psychological state of the teacher, addressing negatives in

performance in a manner that lifted the spirits and maintained motivation. One supervisor confirmed that other factors affecting job satisfaction had a greater influence than that of the supervisor during TE, including the treatment a teacher received from the head of department and the school administration.

Three supervisors provided identical views to those teachers sampled on the issue of the effect of TE on job security. That is, there was no discernible effect of evaluation on job security because the process did not threaten employment status. They identified the impossibility in removing a teacher simply as a result of the evaluation process itself.

One supervisor noted that if the evaluation was fair, it would contribute positively to the maintenance of job security. However, negative remarks and unfair evaluation added to the frustration of the teacher and decreased job satisfaction, and may be a contributory factor in a decision to leave the profession.

7.5 Analysis of Supervisors' Perceptions of the Interviews

This section illustrates the supervisors' views on the open-ended questions.

7.5.1 The influences of teacher evaluation on teacher professional development

Part one: Impact of having three evaluators in the process of TE *'In your opinion, what are the advantages and disadvantages of having three official evaluators in the TE process?'*

There was agreement between the four supervisors that having three evaluators provided credibility to the appraisal process. However, one supervisor noted that the presence of three evaluators could have a negative psychological impact on the teacher, with a constant feeling of being monitored. Another supervisor reported the need for every evaluator to specialise or pay attention to certain criteria in the evaluation of teacher's efficiency. For example, one evaluator could focus on the teaching and learning practices of the teacher's performance, such as teaching methods and students' interaction with the teacher, while another evaluator, perhaps the school principal, could evaluate the administrative matters, including teacher absences and the need for the maintenance of a high level of attendance.

All of the four respondents agreed in response to the question: *In your opinion, do you prefer that supervisors are exempted from the process of TE? (Please, explain your answer)*, that they should continue to be involved in the TE process. Each had a different reason for believing that their involvement was necessary. Rationale included the contention that the

supervisor supports the teacher professionally, and is aware of the teacher's performance through classroom visits. Therefore, they are able to carry out a proper evaluation of the teacher but they acknowledged that greater participation of the head of department in the process would be desirable.

Secondly, they felt the teacher needed someone with a perspective that reached beyond the scope of an individual school. The supervisor would have that broader vision due to their knowledge of the other schools in the district. Thirdly, in light of the various disciplines currently taught at the elementary stage, the role of the supervisor is essential in TE because they come from the same discipline as the teacher. Usually, teachers give serious consideration to feedback provided by the supervisor, who is respected and held in high esteem.

In the next question: *What are the most significant supervisor roles in terms of TE?* all of the participating supervisors reported that their primary task relates to the PD of the teachers and in improving their classroom performance. One supervisor confirmed the significance of the classroom observation as the main method for the evaluation of teachers in order to provide them with supportive feedback. Another supervisor added that supervisors should focus on student achievement and their interaction in the classroom.

7.5.2 The mechanism of supervisors' feedback

The following questions are related to the feedback which you provide for teachers at the post observation conference after conducting classroom observations:

1- What are your priorities when conducting classroom observations?

All the supervisors confirmed that their top priority when visiting the classroom was to assess the extent of student participation and interaction with the teacher. One supervisor reported assessing other issues, including the personality of the teacher in the classroom, their ability to convey information to the student, their classroom management, as well as their teaching method and assessment of the students. Another supervisor stressed the need to see a register and lesson plan to assess the extent of its consistency with the actual teaching that was taking place.

2- Do you provide teachers with feedback after the classroom observation? If yes, what support does the feedback include for teachers' professional development?

The four supervisors confirmed that they gave feedback to the teacher immediately after the classroom observation and asserted that they all concentrated on the positive aspects in the

teachers' performance and encouraged teachers to maintain momentum. In addition, supervisors also tended to highlight negative elements of a teacher's performance. While one supervisor stated that addressing the negatives aimed to improve performance, another believed that attention was paid more to the positives to increase the teachers' motivation, and that any negative aspects were presented in a pleasant and friendly manner.

Regarding the following question: *Have teachers' accepted the feedback which they received from you at the post observation conference? If so, what are the factors that encouraged them to do so? If not, what are the factors that hindered teachers' satisfaction and made them object to your feedback?* two supervisors gave a positive response, stating that teachers always accepted feedback, while one of the supervisors reported that teachers often accepted feedback. Another supervisor mentioned that not all teachers took feedback easily, especially those with many years of teaching experience. Moreover, the process also depended upon the character of each teacher, with some tending to not accept feedback easily, and not appreciating the way in which observations were delivered.

The respondents stressed that the most important factor in teachers' acceptance of feedback was the supervisor's character and her ability to engage with the teacher, depersonalise the feedback, and provide assurances that the comments were not aimed at exposing their teaching mistakes but, rather, to identify areas for PD. While one supervisor stressed the need not to provoke the teacher through, for example, interfering in the classroom during the lesson, another added that the sharing of the final report is a key factor in terms of the teachers' acceptance of feedback.

In answer to the following question: *To what extent have teachers introduced changes into their practice according to the feedback which they received from you? (Please explain your answers)*, supervisors' responses were varied. One respondent reported the impact of feedback on performance and their acceptance of recommendations. Another supervisor felt that such teachers were quick to improve and avoid negative comments, while some teachers did not seem concerned about changing and, consequently, the same issues recurred. Another supervisor stated that teachers who were convinced about the feedback would start working on changing their performance accordingly. This, in due course, would lead to noticeable improvements. This is at variance with the responses of a limited number of teachers during interviews, who claimed acceptance of observations was followed by immediate changes.

Supervisors were asked for suggestions on how supervisors could provide formative feedback that had a direct impact on teacher PD. One of the supervisors suggested the need to focus

their feedback on the evaluation of key issues, how the teacher dealt with the students, classroom management, teaching methods and the use of teaching aids, while another suggested more attention should be paid to the teaching practices that affect students' understanding, while secondary and marginal matters should be ignored.

7.5.3 *The anticipated and actual incentives of teachers' evaluation*

Answers to following question: *What are the impacts of the process of TE on teachers' performance?* stressed the fact that evaluation contributed positively to the teacher's effectiveness and led to the improvement of performance in the classroom. This view was shared by all respondents.

Regarding the following question: *Have teachers received rewards or recognition due to their performance? If so, what are they? If no, could you explain why they have not received any rewards?*, all four supervisors asserted that the teachers received verbal praise and encouragement from the evaluation team. In addition, they explained that the teacher could obtain financial rewards, through a bonus system, if they received an overall report score of more than 94. Some of the outstanding performers also gained access to training courses or promotion opportunities that were as lucrative as becoming a head of department.

A supervisor added that teachers who achieved an excellent assessment score of more than 90 in the efficiency report could receive a promotion at work, as part of career level rewards, with the value of the reward determined according to the number of years of experience.

All the participating supervisors in response to the question: *In your opinion, what rewards do teachers value or desire for their performance?*, stated that teachers appreciate the rewards that boosted their morale or self-esteem the most highly, in particular written and verbal acknowledgements of their successes. Financial rewards, as well as access to PD courses, and promotion, came next in the list of their perceptions of what teachers valued in the TE context.

7.5.4 *The pros and cons of teacher evaluation*

What are the positive aspects of the teachers' evaluation process at primary school?

What are the negative aspects of the teachers' evaluation you at primary school?

In common with the teachers' views obtained from the personal interviews, the four supervisors also agreed that the significant positive aspect of TE was in developing teacher performance, in addition to increasing student performance and teachers' motivation.

Regarding the negative aspects of teachers' evaluation, three supervisors felt that

confidentiality of the final appraisal reports should be removed, while the fourth supervisor believed that confidentiality in the final reports was necessary to prevent teachers from comparing their scores with other teachers which, in turn, might lead to frictions and dissatisfaction among the staff. Three supervisors considered the evaluation standards to be clear and specific, while the fourth viewed them to be general and non-specific.

7.5.5 Definitions of effective teaching and effective teacher evaluation

Answering the following question: *In your opinion, what is effective teaching?* all supervisors confirmed that effective teaching meant the need for the students to play an active role in the learning process. This answer is consistent with the views of the teachers taking part in the interviews, in that the student should make a positive contribution to the lesson. Another supervisor added that effective teaching is the result of students being able to understand and benefit from the lesson and, as confirmed by others, effective teaching is one in which the objectives of the lesson are achieved.

The supervisors provided various suggestions in their replies to the question: *How do you think teachers should be evaluated?* Evaluation should be continuous over stages throughout the year, and not only at the end of the school year. In addition to this, the teacher should be given access to their final report. The teacher's self-evaluation should be re-activated. The students' level of achievement should be taken into account in the final report, and, finally, administrative issues, absences, and leave from the school should all be taken into consideration.

7.5.6 Further supervisors' comments

Three supervisors took up the invitation in the question: *Are there any further comments you want to add about the process of TE?* They offered the following suggestions:

1. The current evaluation criteria are general and open to several interpretations. As a result, they do not include the specific detail pertaining to the teacher's actual work with students in the classroom. In light of this they should be reviewed and modified.
2. The final summative report should be shared with the teacher being evaluated.
3. There is a need to develop the teaching license system so that teachers do not assume their jobs are permanently secure, irrespective of whether they produce a high or low performance.

7.6 Summary

This chapter has presented the second phase of the adopted MMR. It provides an analysis of teachers' and supervisors' perspectives on the content of TE feedback, its frequency, the inclusion of three official evaluators, and the incentives that teachers receive as a consequence of TE. The findings show that supervisors were more inclined to report TE as a positive means of developing teachers PD than teachers. In addition, the analysis highlights the fact that the maintenance of the confidentiality of the final report hindered teachers' PD, whereas the presence of three evaluators provided, from the teachers' perspective, a fair evaluation process.

The findings lead to the conclusion that TE in Kuwait focuses on extrinsic incentives, such as bonuses and letters of thanks. It is evident that there was a common understanding between evaluators and teachers as to what constituted effective teaching.

Chapter Eight: Data Interpretation and Discussion

8.1 Introduction

This chapter provides a detailed interpretation and discussion of the data in relation to both the main research question and subsidiary questions. It contains significant findings based on the various data methods and sources, as detailed in the previous three chapters. In Chapter Five, a comparison was made of documentary analyses of conceptual TE policy in both Kuwait and England. This was followed, in Chapter Six, by a focus on teachers' perceptions on the applied OECD (2009c) questionnaire. Chapter Seven provided the perceptions of both teachers and supervisors garnered from the interviews.

This chapter begins with a brief overview of the research questions and organisation, followed by a summary of the significant findings and their place in the research methods and sources. This subsequently highlights the causes within the TE structure that affects teachers' PD. The chapter then provides a discussion of the TE structure in Kuwaiti primary schools, in terms of the two main TE approaches i.e. summative and formative evaluation, whilst also addressing the purpose of evaluation, namely accountability and PD. This discussion also highlights TE rules and resources; in particular, the extrinsic and intrinsic incentives, and the evaluators' positions and numbers involved, during evaluation. The chapter also identifies the common vision and values held by teachers and supervisors with respect to current TE rules and resources. The chapter concludes by addressing the positive aspects of adopting a multi-evaluator method, which is applied in the TE mechanism in Kuwait and, in turn, offers a proposal for an effective TE mechanism for the country.

8.2 Research Questions and Investigation

The present research investigates TE policy and practices in Kuwaiti primary schools, in relation to providing teachers with opportunities to improve their professional competencies. The critical realist paradigm facilitates understanding of the underpinning factors that determine teacher effectiveness and the features of successful teacher evaluation, whilst also highlighting the significance of investigating the causal power within the TE structure that enables or constrains teacher agency. In light of this, the main research question for this study is:

How can teacher evaluation in Kuwait be improved?

Addressing this overarching research question also raised the following subsidiary research questions:

- 1- What are teachers' perceptions of current teacher evaluation processes in Kuwaiti primary schools in relation to frequency, focus, and impact of feedback?
- 2- What are supervisors' perceptions of current teacher evaluation in Kuwaiti primary schools in relation to frequency, focus, and impact of evaluation?

To address these questions, the study is based on Bhaskar's (1993) transformational model (detailed in Section 4.6), which indicates individual agents (e.g. teachers) are crucial in bringing change and improvement to certain social contexts (e.g. schools). In addition, the theoretical research framework, detailed in Section 4.11, is built upon motivational and adult learning theories including feedback and expectancy theories, which emphasise the teachers' role in continuing professional development. The TE structure was analysed according to Porpora's (2015) conceptualisation of social structures, which highlights TE policy as text and discourse, as detailed in Section 4.5.

The research investigation began by conducting a comparative study on the 2012 conceptual TE policies applied in Kuwait and England. This approach revealed both similarities and differences in the two contexts and these are detailed in Chapter Five, providing a thorough analysis of current TE policy in Kuwait compared to that of a developed country. The most significant differences were twofold: first, in England, TE standards are learner-centred, as opposed to the system in Kuwait, which is teacher-centred. The second aspect is related to teachers' roles in TE. In England, the policy assumes teachers will take an active involvement in setting TE objectives and evaluators will share their summative feedback reports with them. Kuwaiti counterparts may not benefit from such processes, as teachers are evaluated throughout the year according to the subjects' pre-determined goals, and the final summative reports are not shared with the teachers. One could suggest, therefore, that an investigation of the differences evident in England's TE policies, and reference to adult learning and motivational theories, could provide guidance for an effective critique of some familiar practices in Kuwaiti schools that might benefit from change.

Furthermore, to answer the subsidiary question: What are teachers' perceptions of current teacher evaluation in Kuwaiti primary schools in relation to frequency, focus, and impact of feedback?, the research applied the Creswell & Plano Clark, (2011) transformative mixed

methods design in order to ascertain and investigate teachers' perceptions. According to motivational theories in the workplace, factors such as effective feedback and fulfilling teachers' expectations and needs can stimulate teachers' PD. In the first phase of research, the OECD (2009c) questionnaire (Appendix A) was administered to 475 primary school teachers from 4 districts. The data analysis is detailed in Chapter Six, where the empirical study examined teachers' perceptions on TE feedback focus, frequency and impact on teachers' personal careers and pedagogical practices. In the second phase, interviews were conducted with 12 teachers and 4 supervisors from the same district. These provided more in-depth opinions of teachers' evaluation, rules, feedback and incentivising resources, as well as the evaluators' role and their power derived from their position.

This chapter provides 'a conclusion generated through an integration of the inferences that have been obtained from the results of the QUAL and QUAN strands', which is called 'meta-inferences' (Teddlie & Tashakkori, 2009, p. 152). However, the decisions for the data analysis within this chapter were driven by the following:

'Decide on the analyses that will best provide evidence for the transformative lens;

Decide to what extent the results uncover inequities, and call for change' (Creswell & Plano Clark, 2011, p. 220).

8.3 An Overview of the Significant Findings and Research Methods

The research provided a number of significant findings as inferred from the key sources, including teachers, supervisors and TE policy documentation. Additionally, the use of various sources and methods in this research contributed towards data validation, enabling effective comparative analysis and facilitating relevant interpretations. A brief comparison of the qualitative data was conducted (Chapter Seven) and interpreted in accordance with the previous findings from the interview pilot study (Appendix G). The questionnaire findings in Table 8.1, introduces a summary of the significant findings, including both obstacles and positive indicators within TE in Kuwait. It also provides a cross-check of the data, according to the provision of evidence for the findings within the applied methods and sources.

	Questionnaire	Interviews		Documentary analysis
Description of TE mechanisms in the context under study and the sources of data	Teachers	Teachers	Supervisors	Policy Regulations
TE mechanism seeks to achieve two goals: PD and accountability, but it is more inclined towards accountability and administration needs.	✓	✓	✓	✓
TE is effective in terms of providing a good deal of feedback, given the presence of three official evaluators; namely the head of department, supervisor and principal. However, the mechanism seems to have some weaknesses in the frequency of peer review, with approximately 33% of teachers selecting 'never' on the questionnaire.	✓	✓	✓	✓
Teachers seemed to be marginalised in the TE mechanism, particularly in two areas: first, teachers are not allowed to access their own summative evaluation reports, and second, they do not participate in setting the appraisal objectives.	✓	✓	✓	✓
It is clear that the head of department is the most effective since he/she interacts with teachers on a daily basis and given his/her knowledge of the needs of the classroom. The findings of the questionnaires showed that 37.9% and 26.5% of the teachers chose 'more than once per month' and 'monthly' for feedback, respectively.	✓	✓		✓
Evaluators have a crucial role in terms of promoting PD. They all provide feedback, even though it might not seem as profound and detailed. Findings have shown that only 11% of the total number of teachers did not receive feedback from their supervisors. It was also noted that most of them have either recently been recruited or have more than 11 years' experience. The majority of teachers in the interviews also highlighted that the feedback received from the supervisors is not as effective as to the feedback given by the head of department.	✓	✓	✓	✓
The TE mechanism focuses on extrinsic incentives to motivate teachers. It was noted that most of the teachers in the empirical study appreciate these incentives.	✓	✓	✓	✓
The mechanism was deemed as costly and time-consuming due to the presence of three official evaluators; thus, for a full appraisal cycle in	✓	✓	✓	✓

one academic year, every teacher is subjected to at least 14 meetings divided between three appraisers (the supervisor and principal each conducting two to three classroom observations, and the head of department carrying out approximately one appraisal a month).				
The variable of teaching experience has an influence on teachers' perceptions. The most differences occurred between the groups '0-5 years' and '11 years or more'. That is, teachers with 0-5 years' experience were less satisfied with changes on the followings items: professional development, monetary reward, work responsibilities, development or training plan, handling student discipline and behaviour problems.	✓			
The nationality variable has a stronger effect on teachers' perceptions, which exceeded the effect from the variables number of years in teaching and the department to which teachers belong. This was because non-Kuwaiti teachers tend to report no changes in their salaries as a result of the TE. However, they are more likely to report large changes in terms of 'classroom management' and 'knowledge and understanding of [the] main subject field'.	✓	✓		
Approximately 67% of the teachers in the sample felt that the evaluation was fair and useful. Similarly, while 55% thought that it increased job satisfaction, 49.3% believed that it reinforced the sense of job security. In contrast, 50% of the Science teachers with 6-10 yrs experiences found the evaluation process to be unfair, while 40% of them thought that the process reduces job satisfaction, with 25% reporting no effects on their job satisfaction. As for teachers in the scientific departments who have 0-5 yrs of experience, they seemed to agree with those having 11+ yrs of experience in that evaluation is fair and leads to job satisfaction.	✓	✓	✓	

Table 8.1: Cross-checking significant findings between various sources and methods

8.4 Overview of the Causal Power within TE Mechanisms in Kuwait

The research findings indicate that the causal power (causes and effects) within the mechanisms of TE in primary schools in Kuwait constrains teacher agency. These causes are provided in Figure 8.1, in the form of a constraint-reproduction path (depicted by the downward arrows). However, there are limited indications that enable teacher agency, such as the multi-evaluator method, the heads of department roles, and the presence of valued

monetary incentives. These are depicted by the upward arrows for the enable-transformative path in Figure 8.1.

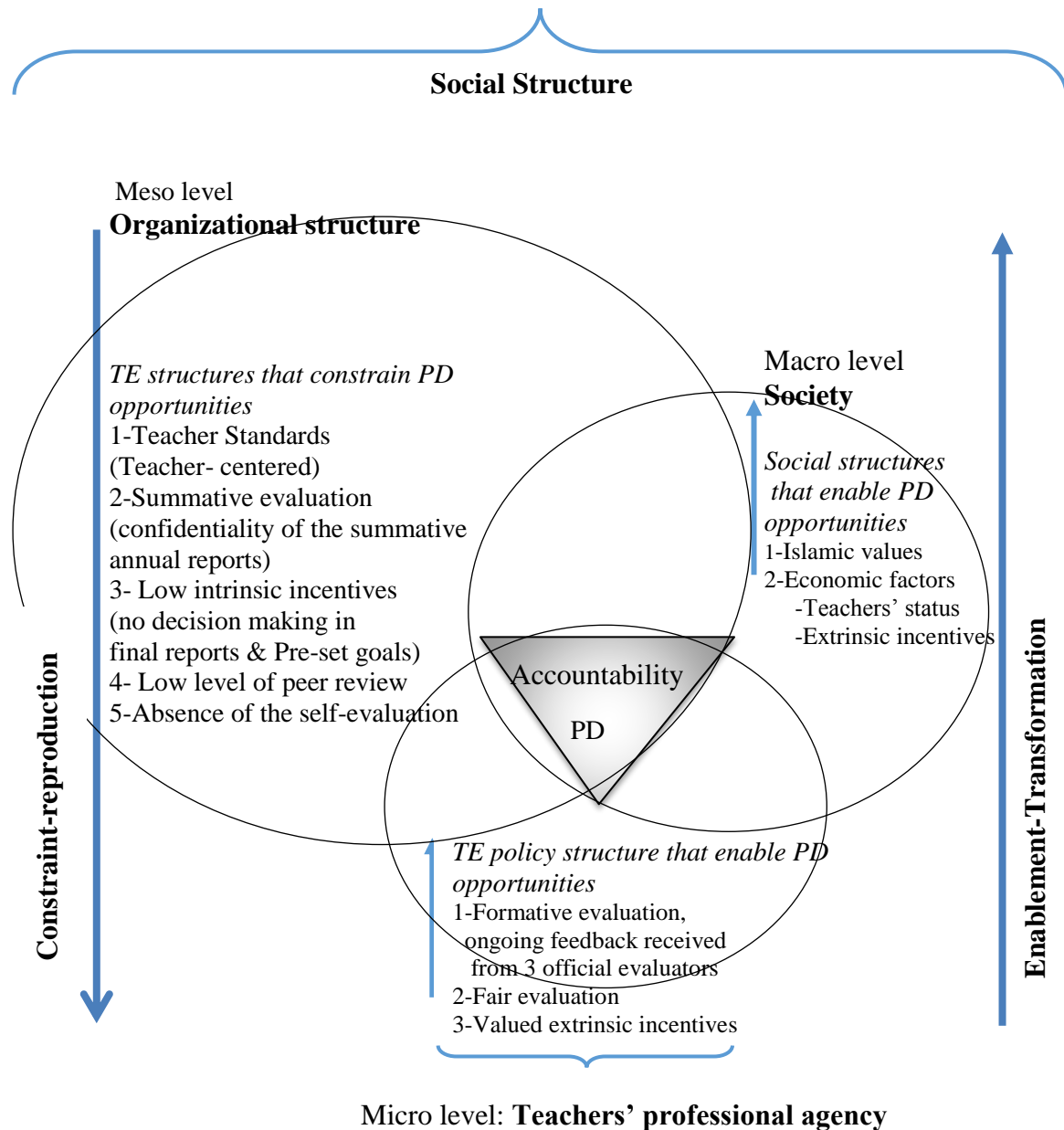


Figure 8.1: The potential causal power influencing teacher agency in Kuwait

The present study integrates the ‘Agency-Structure and Micro-Macro’ levels (Ritzer & Stepnisky, 2014, p. 536) (see Figure 8.1). It is evident within this research that the resultant outcomes emerged due to the overlapping of the components levels, which are predominantly driven by accountability purposes to fulfil administrative demands (as depicted in Figure 8.1 by the triangle area). Thus, the potential causes that may have hindered and promoted teacher

agency in the TE mechanism in Kuwait arise from three main levels; namely society, the organisation and individuals.

The social-macro domain has been addressed, and the national cultural values and economic factors investigated, in Chapter Three. These factors were shown to shape teachers' status within a society in the 'long-term' (Bush & Middlewood, 2013, p. 108). It is further evident that Islamic values foster teachers' enablement and improvement (see Section 3.4.1). These assumptions are in accord with those scholars who were interested in studying this area of work, and analysing it from an Islamic perspective (AL-Gousi, 2009; Ahmad & Owoyemi, 2012; Jaafara, *et al.*, 2012; Al-Munajjid, 2015). In addition, the Kuwaiti government's recent (2011) endorsement of a raise in teachers' salaries has contributed to teachers' satisfaction and helped fulfil teachers' monetary expectation. However, previous theories and empirical research has included the paradoxical assumption in regards to monetary rewards in influencing PD (Burgess & Ratto, 2003; Firestone, 2014). This will be discussed in detail in Section 8.7.

In terms of the organisational level (depicted in Figure 8.1 by the large circle), the research focus on TE structure has provided findings that clearly show TE practices are framed by TE policy, and that there are conditions that potentially constrain teacher agency. This can be summarized under five distinct headings: (1) teacher standards; (2) the mechanism of summative evaluation; (3) low intrinsic incentives; (4) low level of peer review; and (5) the absence of self-evaluation. These points will be explored in detail within in the coming sections.

The research findings further revealed that there are two approaches to TE, summative and formative assessment, which is in line with TE policies in other nations and within the practices outlined in the existing body of literature pertaining to TE (Hargreaves & Braun, 2013; NEA, 2015a). That said, differences have also been noted in the processing of the summative evaluation practices within the Kuwaiti context which will be explained in the sections following.

8.5 Summative Evaluation and Accountability Purposes

Based on the answers to the questionnaire, 64.2% of participating teachers perceived teacher evaluation in Kuwaiti primary schools to be merely a means of fulfilling administrative purposes. This figure is higher than the TALIS average of 44.3% (OECD, 2009a). All the

interviewed teachers and supervisors agreed that TE includes judgements and ranking of teachers' effectiveness based on national teacher standards. TE literature suggests that these indications reflect authoritarian managerial practices within a performance based culture (Jeffrey, 2002). In particular, with the application of PRP in Kuwait, categorizing teachers as excellent by scoring 90% or above, and the linking of that assessment to certain privileges, such as bonuses, promotion, or opportunities for postgraduate study leave, has consolidated that perception.

While many countries have also recently linked summative evaluation results with career advancement, rewards and sanctions (Isore, 2009), some researchers have raised doubts about the fairness of these judgements (Ball, 2003). Moreover, Campbell *et al.*, (2003), and Muijs and Reynolds, (2011) assert that teacher effectiveness is influenced by the underpinning structure and individual factors within each classroom. The CR assumptions of the stratified reality, where classroom practices are assessed through observation within a limited time period, are insufficient to determine teacher effectiveness (Bhaskar, 1993; Campbell, *et al.*, 2003; Borich, 2014). In a study by Al-Yaseen (2007), results showed that the majority of teachers in Kuwait felt stressed by the process of classroom observation, while the findings in this present research revealed that the evaluators' judgement were, on occasion, perceived to be superficial. For example, one teacher stated that:

‘There were issues in the classroom beyond my control, such as a lack of educational tools, whereas my supervisor recommended on implementing specific experiments, which could be the responsibility of the science technician to provide the requirements.’

Another teacher claimed that:

‘When making judgements, minor issues like the teachers' dress code are mentioned... Sometimes, there is so much focus on less important matters, which can also include Science teachers not wearing the lab coat given their specialty.’

This dissatisfaction is due to the teachers' concern over the possibly inaccurate assessment of their effectiveness based on a set of criteria that they either do not know or do not agree with. Recent literature suggests TE should differentiate between the teachers' overall effectiveness based on the classroom environment, including the availability of resources in each classroom

(Campbell, *et al.*, 2004; Muijs & Reynolds, 2011), over which the teacher may or may not have ultimate control.

The four supervisors that were interviewed all emphasised the fact that the evaluation process led to decision-making. However, one supervisor reported that:

‘The aim of the observations during the year is to improve teachers’ performance and provide them with on-going technical assistance feedback, without judgements or ranking performances, whereas the final summative reports include a clear numerical judgement.’

One could, therefore, assume, that the interviews revealed contradictory findings, with supervisors stressing that they provided feedback in a collegiate manner with a focus on improvement, not rating. Some teachers could be frustrated by this contention if they only considered evaluator practices as part of the assessment/evaluation process and not as a tool for PD.

This discrepancy between the views of evaluators and those evaluated has been identified in the studies of Al-Khayat & Dyab, (1996) and Al-Mutawa and Al Watfa (1997), conducted in Kuwaiti schools, in which they addressed TE criteria and the rating of teaching practices. From the CR theoretical perspectives, the relative position of the evaluator and the person being evaluated, and their relationship pertaining to TE, re-enforces the hierarchical nature of the evaluation, despite attempts on the part of some evaluators to emphasize their roles as a mentor (Porpora, 2015). Some teachers continue to perceive the supervisors’ views as more than constructive advice, and see them as directions to be followed and, hence, as a means of controlling their teaching methodology.

Relating to this, it has been recommended in Alqahtani’s (2015) study, that training sessions on motivational language should be delivered for school principals in Kuwait, in order to facilitate the interaction during post-observation conferences. In addition, the majority of the principals in Al-Azemi’s (1995) study indicated their own needs for training in order to conduct evaluations more effectively, while Al-Jaber (1996), recommended specified training sessions in setting goals and in improving staff performance.

A stated key purpose of the summative evaluation in the Kuwaiti system is to identify underperforming teachers. One supervisor stated that:

‘If an underperforming teacher does not improve, a decision is taken to transfer her (him) from the teaching profession to fill other administrative positions, and thus lose the remunerations offered to teachers’.

However, she added that ‘this is very rare, as most of them improve with the supportive process in place, in particular, intensive classroom observations’. This conclusion was confirmed by the questionnaire findings, which showed that 74% of the teachers disagreed with the following statement: ‘In this school, a teacher is dismissed because of a sustained poor performance’. However, TE regulations in Kuwait only provide guidance for the appeals procedure, whereas other countries include detailed proposals within their policies for improving underperforming teachers (Santiago & Benavides, 2009). One example of this is in England, where capability regulations ensure that teachers participate effectively within the monitoring period (detailed in Section 5.4.9) (DfE, 2012b). Findings also showed that the supervisors were responsible for the guidance of underperforming teachers; however, the empirical scope of this research does not provide details on the teachers’ roles within this process.

In conclusion, then, the purpose of summative evaluation in Kuwait is to ensure that teachers’ effectiveness meets the minimum standards set out by the school (detailed in Section 5.4.8). Nevertheless, the findings also showed that the consequences from summative evaluations are only relevant for two minority groups: the outstanding and the underperforming classroom teachers. In other words, these two groups are the only ones who know how they have been rated within the summative assessment. For underperforming teachers, this is because they will experience negative outcomes if they are rated unsatisfactory (i.e. disciplinary procedures invoked). For outstanding teachers, there could be tangible, positive outcomes (i.e. financial or other rewards). This is not dissimilar to many TE policies in various other countries (Santiago & Benavides, 2009), although the difference occurs in the processing of the summative evaluation.

The findings in this study showed inequalities in accessing the summative annual reports between the teachers and evaluators, as a result of the confidentiality procedures currently in place. All teachers are prohibited from having access to his/her final report. Interestingly, in relation to this, the results also showed that only 1 out of the 475 teachers in the quantitative phase reported that the denial of access to the summative report was an actual drawback. The participant stated that ‘we do not look at our summative evaluation reports at all’. Despite

only having 3-5 years teaching experience, she saw this as a potentially negative element of the system. That the other 474 participants did not express such a view could indicate the familiarity and acceptance of the procedure by teachers in Kuwaiti schools.

Following Giddens' (1984, p. 86) insight that routines 'represent the institutionalized features of social systems', the confidentiality procedure has been a consistent feature of summative reports. However, most of the participants interviewed (10 teachers and 3 supervisors) agreed upon the disadvantages of the confidentiality practiced in the final reports. One interviewed teacher felt this was hypocritical, stating: 'In our schools, children are allowed to view their exam results while teachers are not allowed to view their final TE summative reports'.

Another teacher asked: 'How can I improve my performance for next year if I don't know my drawbacks for this year?' Similarly, another teacher reported: 'It is easy to guess that I had a distinction in my reports because of the monetary award that I have received, but it would be more motivating if they let me view my report'. This highlights the fact that even excellent teachers could utilize feedback to further improve their competencies. Much of the current literature on TE pays particular attention to teacher engagement in the evaluation cycle, where teachers are motivated to participate in decision making, and discuss their strengths as well as areas for further improvement with their evaluators (Latham & Locke, 1979, p. 75; Day, 1999).

Despite the secrecy of the final summative reports, one teacher reported that her supervisor had informed her that she had a distinction when she indicated her intention to retire. It is evident that the supervisor 'resisted external norms and regulations' as she understood that the constraints imposed by the confidentiality of the reports could negatively impact on the teacher (Toom, *et al.*, 2015, p. 615). Conversely, the literature clearly showed that while the results of the summative evaluations are important to officials, they are of equal significance for teachers who wish to improve their performance, and to take decisions about their personal careers (Hoy & Miskel, 1996; Isore, 2009).

It should be noted that most TE policies in developed countries grant teachers full access to their final reports (Santiago & Benavides, 2009). In England, for example, teachers receive a 'written appraisal report' (DfE, 2012b, p. 7) and they have the right to see comments, along with the opportunity to conduct a meeting with the evaluator to discuss the contents. The report may then be modified on the basis of what has been discussed with a teacher.

Furthermore, the UK policy also states that: 'The desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and

effectiveness of the appraisal system' (DfE, 2012b, p. 14). It is important to note that the TE summative reports are considered a valuable source for enhancing both teachers' and schools' performance. In addition, third parties in TE practices in England can also have access to these reports and review where necessary, if it is in the best interests of the institution and the individuals (Alexander, *et al.*, 2010).

Returning to this present research, findings show that only one out of the four participating supervisors insisted on the benefits of maintaining confidentiality. She pointed out that 'the disclosure of the summative evaluation reports will cause hassle among teachers due to the dissatisfaction status as a result of a comparison with others'. It can be easily inferred from the supervisor's statement that one of the concerns at the ministerial level relates to the potentially adverse effects of feedback on human relationships. In a meta-analysis review of 131 empirical studies, DeNisi and Kluger (2000) drew attention to the negative effects of feedback on 38% of research cases; yet in spite of this, they still recommended that feedback should not be excluded from the evaluation process, but rather it should be focused on task performance, including genuine information and be presented within a formal goal-setting plan.

Prior to 2001 in Kuwait, teachers were given full access to their final reports. However, this right was cancelled without notice or consultation and now only teachers with unsatisfactory performances receive their reports, along with the right to appeal within 15 days. This is due to the high stake decisions that may be taken following a negative assessment, including dismissal or transfer to a non-teaching profession. However, some literature revealed that TE outcomes rarely result in such high stake decisions being taken. This is largely due to two factors. The first factor is related to the evaluators' resistance, as a result of their collegial relationships with teachers, to condemn colleagues. A related factor may be their realisation that there has been ineffective supervision, lack of time or training, all of which might be, in part at least, the responsibility of the evaluator (Hancock & Settle, 1990; Weisberg, *et al.*, 2009; Stiggins, 2014). The second factor refers to ineffective TE processes, which could lead to unreliable judgements that persuade official evaluators to avoid being involved in high stake decisions (Darling-Hammond, 2013; Stiggins, 2014).

Similarly, research on educational policy reform has emphasised the significance of using pilot studies to ensure the effectiveness of changes and to explore stakeholders' perceptions on these reforms before full implementation (Danielson & McGreal, 2000). In addition, policy-makers need to adopt TE regulations that support equity in the information flow, so

that all participants can benefit from a transparent vision for improvements (Laukkanen, 1998; Danielson & McGreal, 2000; Hargreaves & Braun, 2013).

Where such procedures are applied, the objectivity of both the data collection and the outcomes in the summative reports contribute towards establishing defensible decisions (Wise, *et al.*, 1984; Wragg, *et al.*, 1996; NEA, 2015a). Examples of this include an assessment of relevant student characteristics when evaluating teachers' effectiveness and the engagement of teachers in the processing and decision-making that form part of the final reports. It is not an unreasonable assumption that this could increase teachers' receptivity to the final conclusions in the summative report, and to any outcomes stemming from it.

There seems to be a consensus that summative TE is conducted for accountability purposes, for quality assurance of teachers' performance based on certain standards, and to reward excellent performers (Trethowan, 1987; Poster & Poster, 1997; Danielson & McGreal, 2000). However, this current research found that the summative TE is linked to teachers' recognition, and monetary and non-monetary incentives, which indirectly contributes to teachers' PD. These points will be discussed in detail in Section 8.8. Nevertheless, the achievement of successful teachers' professional development is contingent, to a considerable extent, upon the formative evaluation approaches adopted, as will be explained in the next section (Fullan, 1993).

8.6 Formative Evaluation and Professional Development Purposes

Currently, various stakeholders are involved in TE (Hargreaves & Fullan, 2012). Data in this study showed that teachers in Kuwait are not isolated, as three official evaluators are accountable for providing the teachers with approximately 12 formal TE feedback sessions (2-4 from each of the supervisor and principals, and 5-7 from the head of department). It is, apparently, considered an effective TE mechanism when feedback frequency is taken into account as an indicator (OECD, 2009a). Moreover, it is agreed that feedback can have a powerful influence over teachers' learning and motivation (detailed in Section 4.11.2) (Hattie & Timperley, 2007). Several studies have confirmed the usefulness of TE feedback in teachers' PD (Tuytens & Devos, 2011; Delvaux, *et al.*, 2013).

This study found that the influence of feedback varied, depending on the evaluator's position and specialism. The data showed that the feedback from the heads of department and supervisors, whose specialist subject was the same as that of the teacher, was a positive factor

in leading to improvement. It was noted that the teachers perceived the feedback from the head of department to be both sustainable and supportive. Two teachers explained that due to daily interactions they and the students had with the head of departments, the heads held a better understanding of the teachers' circumstances, the school environment and the available resources. This mirrors Campbell *et al.*, (2004), who emphasised that the complexity of assessing teacher effectiveness (detailed in Section 2.4) demands an experienced evaluator, immersed in the cultural and structural factors within the school and classrooms.

In addition, some teachers indicated that their open collegial relations with the head of department encouraged them to engage in frank discussions about where they needed to improve. As in the literature, these current research findings demonstrated that the closer in hierarchal positions between a teacher and his/her evaluator, the greater the elimination of control over teacher agency. At the same time, such pairings also encourage teachers to engage in open discussion and reflection (Coe, 1998; NEA, 2015a). Interestingly, the TE policy in Kuwait limits the head of department contributions to only 20% of the total annual grade arrived at from the summative reports and allocates the remaining 80% to the supervisor and the principal, who both provide 40% of the final grade.

It is largely accepted that teachers perceive leadership roles in TE to be for accountability purposes (Firestone, 2014), whereas the current findings provided evidence that, due to their specialism in a subject, supervisors do contribute towards teachers' professional development. However, the findings also highlighted a weakness due to the limited number of feedback sessions offered to teachers (i.e. 2-3 feedback sessions throughout the academic year). Al-Sane *et al.*, (2011) explained that the supervisors' heavy workload in Kuwait can have a negative effect on their overall tasks and duties. In addition, their positioning outside the school boundaries provides them with fewer opportunities, when compared to the head of department, to interact with the teachers, students, and the school as a whole. Nevertheless, an interviewed supervisor commented that,

‘Most supervisors have comprehensive views on various teaching practices due to their visits to different schools district, as compared with head teachers' experience who are usually situated within their own school boundaries.’

In contrast, two of the participating teachers found the supervisors' feedback, in their opinion, to be highly subjective, as it focused on what they perceived to be minor issues or issues that were not under the teacher's control (as explained earlier in Section 8.5). Much of the work

from Campbell, *et al.*, (2004), Dimmock and Walker (2005), and Muijs & Reynolds (2011) demonstrate that teachers' effectiveness is very much related to the classroom context, and in particular student characteristics, subjects, teachers' roles, and the cultural and structural factors within schools. However, findings showed that all the teachers accepted the supervisors' feedback and went on to revise their own teaching practices in the light of the supervisors' views. This showed that the teachers are receptive to information and guidance. No evidence was found within TE of a policy that enabled teachers to be involved in discussions and reflections with their supervisors.

In terms of the feedback provided by the school principals, the findings showed that this focused primarily on administrative matters such as monitoring attendance levels for pupils and teachers. In Kuwait, teachers' absence is considered to be a significant problem, as absenteeism rates have reached 30% within the Jahra Educational District (MoE, 2014). World Bank studies (2009) draw attention to the two major causes of teachers' absenteeism in developing countries; lack of teachers' sense of duty to meet their responsibilities, and limitations in managing teachers' performance (Rogers & Vegas, 2009). This finding concurs with other empirical educational research that highlights both internal (i.e. teachers' beliefs/attitude) and external (cultural/structural) domains as shaping the teachers' agential roles and actions over time within their schools (Priestley, *et al.*, 2012a; Reid, 2014).

It can be concluded that school attendance and commitment to adherence to administrative regulations are among the main aims of promoting high teaching standards in TE policy in Kuwait. While some literature states that on-going formative feedback should be linked to the summative evaluation criteria (NEA, 2015a), this current research saw an acceptance by teachers of the heavy workload they laboured under due to administrative requirements. Concentration on meeting those requirements negatively impacted upon teaching tasks. There also seemed to be issues of principals showing favouritism towards teachers for their efforts in non-teaching tasks which they valued more highly than achievements directly related to teaching. This apparent effect is also confirmed in the study by Emara & Alyaqout (2015).

As discussed above, TE in Kuwait is led by three hierarchal evaluators. All evaluation activities are based upon classroom observation, before which teachers receive specific guidelines. It could be suggested that evaluators have a very wide ranging role, both in terms of assessment, and in how they aid subsequent performance improvement of individual teachers. This situation becomes even more interesting, particularly in terms of how to achieve 'incompatible targets' within the same observation (Hancock & Settle, 1990, p. 11; Cardno, 2001). In light of this, recent TE literature has been inclined to separate the practices

of summative and formative evaluation, and to allocate the supervisors' (external evaluators) review with the summative approaches, whilst peer review is recommended as part of a formative approach to PD (Glickman, 2002; NEA, 2015a). That said, even with TE policies that are based on an 'appraisee-centred' method, as is the case in England where teachers' rights to negotiation and reflection are preserved, some empirical evidence showed that teachers perceive the hierarchical power and control structure as resulting in evaluators 'imposing their agenda' (Wragg, et al., 1996, p. 129). Consequently, there are more calls than ever for a process that engages teachers in evaluation approaches and which make teachers accountable for their own PD within the TE mechanism (Day, 1999; Goldstein, 2010). It is imperative to include teachers in determining the observational purposes, data collection methods and decision-making of the school and curriculum (Day, 1999; Cardno, 2001).

8.6.1 Peer reviews

It is generally accepted, including by those involved, that peer review is a supportive and developmental process (Head & Taylor, 1997; NEA, 2015a). Despite this, the results in this study revealed that the frequency of peer reviews conducted in Kuwaiti primary schools was very low. Table 8.2 provides evidence of teachers' responses, in which 62% responded between 'never' and 'twice per year' when asked about the number of peer reviews in which they had been involved.

	Questionnaire findings		Teachers interviews findings	
	Frequency	Percent	Frequency	Percentage
Never	156	32.8	2	16.7
Once every three years	19	4.0	1	8.3
Once per year	63	13.3	0	0
Twice per year	58	12.2	5	41.7
Total (Never- Twice per year) Low peer review frequency	296	62.32	8	66.6
3 or more times per year	38	8.0	3	25.0
Monthly	52	10.9	0	0
More than once per month	50	10.5	1	8.3
Total valid responses	436	91.7	12	100
99.00 Missing	39	8.2	0	0
Total (participants)	475	100.	12	100

Table 8.2: Teachers' responses on the frequency of peer review in the questionnaire and interviews

The results displayed here are likely to be related to the fact that TE legislations in Kuwait do not include any requirement or structured opportunity for peer review (MoE, 2002). It is considered to be an entirely informal practice and entirely dependent on the administrators' encouragement and discretion, as well as teachers' willingness to be involved. In the light of this, it can be argued that the findings cannot provide a clear explanation for the lack of peer review, whereas existing TE literature states the lack of collaboration, and the prevalence of traditional teaching 'behind closed doors' (Muijs & Reynolds, 2011, p. 197), sometimes summed up as the 'my classroom, my pupils, my business' approach.

Researchers consider peer review as an effective method for improving teachers' performance, as it is conducted within a collegial climate, with provision for open discussion and without fear of formal judgements and their consequences (Trethowan, 1987; Wragg, *et al.*, 1996; Goldstein, 2010). However, peer review is rarely included, comparatively speaking, as a formal practice in TE policies, even though it has been introduced in the evaluation programmes of many US states²⁰ since 1980 (Danielson & McGreal, 2000).

Several practitioners have pointed out that teachers tend to refrain from revealing their weaknesses in discussions with their superiors for fear that it may affect their promotion prospects, or financial, or other rewards at work (Harris & Muijs, 2005; Hargreaves & Fullan, 2012; Darling-Hammond, 2013). In respect to the current findings, all 12 teachers interviewed omitted any reference to any shortcomings in their performance, perhaps indicating the natural reaction of teachers when it came to, as they perceived it, defending their own performance. As defined by Argyris (1985) 'defensiveness is the tendency to protect oneself and others from potential threat or embarrassment' (Cardno, 2001, p. 149). It can be postulated that this unwillingness to engage in interactive dialogue with supervisors could be an obstacle that hinders the professional development of teachers.

Recent TE literature has addressed the formative and summative evaluation processes separately (Barber, 1990; Poster & Poster, 1997; Bollington, *et al.*, 1990; NEA, 2015a). The findings showed a high rate of peer review in the English Language departments of the schools studied, reflecting the significance of the teaching subject when investigating TE in schools. From this, it is apparent that further research on the effectiveness of peer review is needed (Sanif, 2015).

²⁰ 'Columbus and Toledo, Ohio; Rochester, New York; and Poway, California' (Danielson & McGreal, 2000, p. 58).

8.7 Extrinsic and Intrinsic Incentives

The majority of previous TE research examines the impact of feedback from leaders in stimulating teachers' PD (Tuytens & Devos, 2012; Delvaux, *et al.*, 2013). The current study also explored TE incentives, an area in which there have already been several research studies that distinguish between internal and external incentives and their underpinning theories. These theories are often related to the psychological and economic theories respectively (Johnson, 1986; Firestone, 2014). As stated earlier, internal aspects (i.e. teachers' beliefs, attitude, knowledge and skills) and external cultural/structural domains can shape the teachers' agency, their roles and actions over time (Priestley, *et al.*, 2012a). Based on Vroom's (1964) expectancy theory (detailed in Section 4.11.3), and with reference to Porpora's (2015) conceptualisation of social structure (detailed in Section 4.5), the current research confirmed that incentives, rules and resources within the TE structure influenced teachers' agency and these can be divided into extrinsic and intrinsic incentives.

8.7.1 Extrinsic incentives

The findings in this study revealed that monetary incentives directly influenced teachers' behaviours and their actions in Kuwaiti primary schools. As most interviewees (teachers) reported, they act upon the feedback of their supervisors, in order to please their evaluators and fulfil their expectations. The current rule, that available bonuses are exclusively for excellent teachers, was the most contentious issue referred to by interviewees, and was considered to be a primary goal for teachers, as well as two of the evaluators interviewed. One teacher revealed that 'bonuses for work excellence is the only advantage of TE'. Another teacher stated that 'we need to increase the bonuses (more than 200 KD) because we spend so much out of our own pockets on activities and teaching aids'. These incentives can be manifested in a variety of forms. Comparative empirical studies have also revealed that group incentives are very powerful, cost-effective, and can facilitate positive results for students from disadvantaged backgrounds when compared, for example, with other potential incentives such as increased teaching resources, increased non-teaching time and on the job school-based staff training (Lavy, 2002, p. 1289).

All four supervisors indicated that for teachers, bonuses are a powerful incentive to enhance their performance. Improved performance in the classroom leads to higher levels of student achievement. This finding is in line with a study by Figlio and Kenny (2007), who found that there was a positive correlation between financial incentives and student achievement in the USA. In contrast, Fryer's (2011) study, conducted in New York City public schools, detected

no such correlation, and instead found that teacher incentives may actually lead to a decrease in student achievement, especially in larger schools.

This present study has also identified factors that had a negative impact on teachers' professional agency. For instance, all the teachers interviewed stated that they would act on feedback provided by their supervisors, and seek to change their performance to meet their evaluators' views and expectations. One teacher stated that,

‘Sometimes, I have to teach according to the way most favoured by the supervisor. I have to do it to please her even though I am not totally convinced with this method, such as the use of the small groups method in teaching even if the subject taught in the classroom does not allow for such method.’

This adherence to the evaluator's choices is due to the teacher's fear of the consequences of their evaluation. Realists believe that structured rules and resources cannot have a causal power on teacher agency unless the teachers themselves allow constraints to be exerted upon their practices (Willmott, 2002). Thus, the reluctance to engage in interactive dialogue with their supervisors hindered the teachers' PD, and shaped their practices according to their supervisors' preferences rather than their own skills and expertise. Two of the teachers interviewed felt that a small teaching group method is preferable, even if it did not fit in with the basic class characteristics (i.e. subject, pupils, and resources). Firestone, (2014, p. 100) indicated that given the complexity of the issue of teachers' effectiveness, PRP was too unsophisticated a tool, and recommended that TE policies rely on 'internal motivation using psychology theories and intrinsic incentives' (discussed below in section 8.8.2).

It is evident that economic factors enable the Kuwaiti government to allocate a suitable budget for monetary rewards within the education sector. The findings confirmed that the bonuses teachers received were genuine, and indeed four out of the 12 interviewed teachers, two Kuwaiti and two non-Kuwaiti, stated that they had received a 200 KD performance bonus. In addition, Decision No. 165/2014 from the Ministry increased the payments to between 500 and 950 KD. In 2011, when the government raised teachers' salaries, teacher satisfaction grew correspondingly. According to the study by Burney *et al.*, (2013), enhanced salary has a positive influence on the efficacy of state schools in Kuwait. Moreover, the improvement in the profession's status due to salary levels being raised has proved to be instrumental in persuading higher quality students to become teachers. However, despite the financial incentives in the country, according to the TIMSS 2011, Kuwait fared relatively

badly in international test scores (NCED, 2011) (detailed in Section 1.3). Alhashem and Alkandari (2015), from empirical observation, determined that the demands on teachers to meet deadlines and finish textbooks places limitations on ‘pseudo-pedagogical efforts’. This research provides evidence to confirm Firestone’s conclusion that some teachers ‘put more effort into rewarded activities because of the reward’, and this can negatively affect their main teaching practices (Firestone, 2014, p. 100).

Burgess and Ratto, (2003, p. 288) concluded that the ‘multiple principals, extreme measurement problems, intrinsic motivation, and the importance of teams in production’ are all key arguments that hinder the use of monetary incentives in the public sector. This is affirmed in the current research findings. As explained above (see Section 8.5), teachers are evaluated by three leaders. Moreover, there is evidence for deficiencies in measuring teachers’ effectiveness, where some teachers felt frustration due to the perceived inequities and the principal’s preferences for teachers who concentrated their efforts on administrative tasks and non-teaching activities, resulting in a negative impact on their intrinsic motivation towards their pupils.

Another key extrinsic incentive in Kuwaiti primary schools is ‘public recognition’. The current research found this to be the most important and is in line with the situation in most TALIS countries (OECD, 2009a). However, public recognition takes various forms. In their investigation of TE policies in various countries, Santiago & Benavides (2009) showed that the summative evaluation provided recognition for teachers’ performance, as was the case in this research, where recognition and reward for excellent teachers was overt. This research found that letters expressing gratitude and thanks, as well as written or verbal praise and encouragement from their evaluators, were the most common methods of conveying recognition of excellence. All teachers interviewed appreciated these methods, yet also noted that their head of department was the one who, not only encourages them the most, but also appreciated their circumstances more fully than others (detailed in Section 8.6).

Tuytens and Devos (2014, p. 164), noted that teachers perceive TE to be a positive aspect in their profession when their evaluators appreciated their efforts. One evaluator in their study stated, ‘In the first place, we intend to praise people who perform well and do their best. We cannot grant them more [than praise]. We cannot give them extra pay’. This research confirmed that all the teachers interviewed had received thank-you letters to convey appreciation for their efforts during the school year, and not as a result of excellent performance. Even though this was the case, it is noteworthy that these letters still meant a great deal to the teachers. In fact, one of the teachers stated that ‘it is necessary to keep

thankful letters in the teacher's file in order to enhance his/her CV when moving to another school, it is one way of giving value to previous efforts'. TE literature strongly emphasises the consideration of evaluation as a continuous cycle to improve and motivate teachers (CDE, 2015).

In addition, all of the supervisors interviewed confirmed that they perceive messages of praise and appreciation as an essential way of encouraging teachers to improve their performance. As a result, teachers are more inclined to accept, and act on, feedback, especially if it is focused on highlighting and supporting the positive aspects within their performance. As stated by one of the supervisors, 'the most important thing that a teacher wants from her supervisor is good treatment and appreciation of her efforts'. However, the effectiveness of the recognition of teachers' performance in Kuwaiti schools needs further research, in particular, the issue of whether a culture of praise can hinder or help teachers and evaluators in engaging in interactive critical dialogue. In their study, Dimmock and Walker (2005, p. 156) compared the cultural factors underpinning the individuals' interactions within TE in western and eastern contexts, and concluded that 'the emphasis on harmonious relations and the concept of 'face saving' can discourage open communication, self-critique and feedback during the appraisal process'.

8.7.2 *Intrinsic incentives*

As explained earlier, extrinsic rewards are not sufficient to improve teachers' practices. Literature has demonstrated that their effects remain only for the short term (Knowles, *et al.*, 2012), whereas, '...sustainable improvement can only ever be achieved by and with them [teachers]' (Hargreaves & Fullan, 2012, p. 45). Furthermore, the dilemma of Kuwaiti pupils failing in international tests reveals a large gap in the educational mechanisms in Kuwait when compared with developed countries (Hussein, 1992; NCED, 2011). The current research, therefore, suggests a solution to the problem of improving teaching and learning in Kuwaiti primary schools; a solution which starts with the teachers.

TE structure in Kuwait must be reformed to enable teacher professional agency. In other words, it should provide sufficient time for teacher reflection and action (Toom, *et al.*, 2015; Biesta, *et al.*, 2015). However, as explained earlier, the current research findings identified processes within the TE rules that hindered teachers' agency and negatively affected teachers' participations in decision making and willingness to engage in open dialogue with their supervisors. The complexity of those issues impacting on teacher effectiveness (detailed in Section 2.4) demand conditions that minimise control and power over teachers' agency (Larsen, 2005; Ball, 2003).

The questionnaire findings revealed some conflicting views in terms of whether TE provides ‘opportunities for professional activities’. Teachers’ opinions were split relatively evenly, with 43.4% indicating ‘no change’ and 56.7% recognising a ‘positive change’. It was also observed that the variables - teaching experience, nationality, and department - had no significant correlation with the teachers who gave the response ‘no professional change’.

Another significant finding from the data was that teachers with eleven years or more experience were more likely to confirm positive changes in their professional development, monetary reward, work responsibilities, development or training plan, handling student discipline and behaviour problems, in comparison with teachers with less than 5 years’ experience. This contradicts TE studies in other contexts. Studies of Flemish schools, for example, concluded that newer teachers were more likely to find TE useful in their PD than veteran teachers (Delvaux, *et al.*, 2013). The OECD found similar views in other countries (OECD, 2009a) .

It might be expected that teachers who are at the beginning of their career would notice and welcome new learning opportunities such as that provided in their TE feedback. However, the deficiencies in TE in Kuwait are such that it did not differentiate between teachers’ effectiveness and consequently feedback was based on summative teacher-centred standards, and was often superficial. Taking the mixed methods study of Wolff, *et al.*, (2015) into account, the assertion that novice teachers are more concerned with discipline and behavioural norms, whereas expert teachers focus on their influences on student learning, is probably a realistic summary of the situation.

This study has showed that training courses were identified as the major, if not the only, intrinsic incentive in the sample that had direct impact on teacher PD. Some studies have also claimed that teachers’ satisfaction increased with continuous training (Bentea & Anghelache, 2011). One supervisor in this study stated that,

‘Summative TE provides a hands-on opportunity for evaluators and officials to identify the professional needs of teachers, and therefore develop plans to raise their efficiency, including the provision of training courses.’

This is in line with much of the existing literature, which gives an assurance that TE is one part of holistic professional teacher development (Isore, 2009; Murphy, 2013). Nevertheless, providing accurate information on teachers’ performances and their needs is a challenging

task, as indicated by the ‘Widget Effect’ research showing TE failure to differentiate between teachers’ performance (Weisberg, *et al.*, 2009).

At the present time, involving teachers in open and effective dialogue with their evaluators revealed their genuine needs for improvement (West-Burnham, 2010). The interview findings showed that three teachers had already attended some courses (e.g. induction training, exams planning and preparation, e-learning and the newly developed sciences curricula courses), which were all recommended by their supervisors. Contradictory views were explored, where some interviewees found training courses to be helpful and valuable opportunities to meet and engage in fruitful discussion with peers. Other teachers, however, indicated that they did not satisfy their needs. A novice teacher stated: ‘I would like to attend courses relevant to PD...such as, courses on how to deal with hyper active or low performance pupils.’ While another teacher stated: ‘In order to benefit the most from these courses, teachers should do without additional administrative tasks, such as the morning queue, waiting sessions and extracurricular activities, focusing only on classroom teaching, which is what teachers are there for.’ This mirrors views expressed by Özera & Beycioglua (2010), whose results showed a negative correlation between primary school teachers’ attitudes toward professional development activities and their sense of professional burnout.

One teacher interviewed claimed that:

‘The school itself is running workshops for PD, but despite their effectiveness and the great deal of skills and knowledge shared, these workshops are not supported financially by the ministry or district. It seems that the workshops and courses imposed by the districts are the ones supported by the Ministry.’

Previous studies also confirmed that teachers reported limitations in their supervisors’ professional role in supporting model lessons and workshops conducted within the school (Karam, 2007; Al-Sane’, *et al.*, 2011). In Kuwait’s centralised educational system, in which funding and planning decisions for PD opportunities for teachers is taken at ministerial level, there is insufficient powers allocated to school principals to provide adequate budgets for workshops held in their schools (Winokur, 2014). Alsaeedi & Male’s (2013) study indicated that the obstacles to the application of transformative leadership in Kuwaiti schools is due to a lack of confidence in centralised decision making and funding, both of which limits the school’s role in providing PD activities. However, some public institutions shared the

responsibility in providing PD training sessions (i.e. Kuwait University KU, Public Authority for Applied Educational Training PAAET, Teachers' Union) (UNESCO, 2011).

Relying solely on training courses is insufficient, as real PD opportunities occur when the policy makers consider 'teachers as (adult) learners recognize the long-term nature of learning' (InfoDev, 2015, p. 16). The study by Al-Yaseen and Al-Musaileem (2015) revealed a lack of job empowerment and a high degree of dissatisfaction amongst teachers in Kuwaiti primary schools. Similarly, several studies in Kuwait recommended involving teachers in interactive dialogue and decision making to increase job satisfaction (Al-Ansari, 2007; Al-Yaseen, 2007; Al-Yaseen & Al-Musaileem, 2015). The following section investigates whether teachers and their supervisors shared common visions and values within the current TE structure.

8.8 Vision of Effective Teaching and TE Mechanism

There is a shared vision between all participants, teachers and evaluators, in the definition of effective teaching. They focus on two major themes, teaching and learning, particularly in relation to providing the opportunity for students to actively participate in the classroom and to be able to solve related tasks by the end of a lesson. In doing so, it assures teachers that their students understand the subject/lesson that has been taught. This is congruent with the learner-centred approach, which focuses on student involvement and outcomes as summarised in 'Effective teaching: a review of research and evidence, based on several studies in the UK, USA, and China' (Ko, *et al.*, 2013).

There is a significant difference between the participants' views on effective teaching, and the teacher standards as articulated in the current TE policy in Kuwait. That is, the criteria for effective teaching in the TE Kuwaiti policy is in line with the traditional teacher-centred approach, and emphasises fulfilling administrative requirements, such as those already identified in Section 5.4.4. Only two criteria are directly related to teaching: 'mastery of the scientific material' and 'familiarity with the general educational goals' (MoE, 2011, p. 5). These also relate to teacher skills and knowledge. None of the stated teacher standards relate directly to pupils. Al-Shammari & Yawkey (2008) found that teachers agreed on the criteria that are teacher-centred, focusing on teaching practices, planning and preparing lessons, teaching methods, and classroom management. This agreement was confirmed by the answers given in this research questionnaire, as well as being the most frequently cited topic in TE feedback.

The majority of the teachers' and supervisors' qualitative views within this study accepted that teachers had a responsibility, and could be held accountable, for this own progress. The majority also considered pupil participation in classroom to be a major aspect of the education they provided and as such should be considered in the evaluation of teachers. Such beliefs are consistent with the current trend towards learner-centred approaches in a number of developed countries (DfE, 2013e; Youngs, *et al.*, 2015). Youngs *et al.* (2015), in a comparative case study of South Korean and Michigan, explained that teachers defined effective teaching according to the applied TE policies in each context. That is, the Korean teachers based their definition on a teacher-centred approach, in contrast to their counterparts in Michigan, who practised a learner-centred approach. The interview form included the question: *What is effective teaching?* Different findings may have been obtained if the question had been *Define an effective teacher?* However, the literature agreed that evaluating teacher effectiveness is related to effective teaching, and consequently to pupils learning (Campbell, *et al.*, 2004; Muijs & Reynolds, 2011; Borich, 2014).

One of the teachers interviewed for this thesis stated that 'effective teaching can only be achieved by dedicating oneself to teaching'. Some teachers, however, pointed out the large number of extracurricular burdens, but did not complain about the number of classes. In fact, the number of hours worked seemed to be generally acceptable, as the rota system in primary schools in Kuwait distributes the burden between teachers in the various departments. The findings confirm that any Science teacher would teach, at the most, between three to four hours a day. In general, additional, or extracurricular, activities or purely administrative tasks may take several forms, including those indicated in a study by PriceWaterhouseCoopers (PwC, 2001, p. 2), who referred to 'teachers undertaking tasks that could be carried out by other staff, especially routine and administrative tasks'.

Another finding from this study was that most interviewees regarded their pupils' ability to solve tasks as being an indicator of effective teaching. It seems possible that these results are due to the fact that they all come from the Science department. Scientific discipline requires the assessment of students' knowledge using tests and exams where there is normally a 'right' and a 'wrong' answer. It is highly probable that the responses would be different if the sample included teachers of Art, Music, or PE where success would be judged very differently.

Contrary to expectations, one teacher interviewee stated that effective teaching means that 'I am free to relay information to students in a way I find suitable and to choose the method and plan without having to adhere to a certain guideline on the preparation of lessons'. Other

participants also confirmed this opinion, and they felt the process of TE is hindered by the large number of restrictions and conditions which, in turn, can have a negative impact on the teacher's creativity. Campbell *et al.*, (2004) went as far as to claim that it may affect the values that shape the teacher-student relationship, which many might regard as equally important as the learning outcomes.

In relation to the responses of teachers and supervisors to the question of: *How should teachers be evaluated?*, it was noted that most respondents felt the current evaluation mechanism needed to be reformed. All supervisors interviewed suggested adding other methods of evaluation instead of relying entirely upon the evaluators' views. However, the teacher participants did convey conflicting views on the fairness of the evaluators' judgements. One teacher confirmed that,

‘Decisions of the assessment is the result of a classroom observation, which is at the heart of the teacher's job... These judgements actually reflect the efficiency of the teacher.’

In terms of using classroom observations as a key instrument for evaluating teachers, there was a consensus amongst participants that such an approach was acceptable, and the wide use of such a tool is apparent from other national TE schemes (Isore, 2009; Santiago & Benavides, 2009). It is also in line with the study by Almutairi *et al.*, (2015), who indicated that primary school teachers in Kuwait favoured classroom observation when compared with other instruments such as student scores or personal portfolios. They also favoured the application of a multi-method approach. In contrast to this study, however, the data did reveal some contradictory views, as most teachers interviewed for that study preferred the inclusion in the TE process student levels, understanding of the subject, and students' exams result. The existing literature does highlight the challenges associated with the inclusion of student performance in the evaluation of teachers, even with the use of value-added models (VAMs) detailed in Section 2.6.

In addition, some participants suggested self-evaluation which, incidentally, was applied in Kuwait until 2000, before, as already noted, being cancelled without any formal research or prior notice given to teachers and supervisors. Studies have emphasised the need to ‘improve ways of government and agencies bringing in change’ (PwC, 2001, p. 6). In spite of this, the main problem of self-evaluation is that those rating themselves ‘tend to rate their performance more favourably than their supervisors’ (Rothmann & Cooper, 2008, p. 203). Many have

agreed that teachers should be involved in self-evaluation before the actual TE (Hancock & Settle, 1990, p. 24; Wragg, *et al.*, 1996; Marshall, 2009).

Two supervisors also suggested a teaching licence, and one stated,

‘Teachers shouldn’t take their jobs for granted whether they have performed well or not ... and to continue to develop themselves to be able to retain the licence.’

The Implementation Plan of the Integrated Program for the Development of the Teaching Process, adopted by the MoE in Kuwait for 2013, included a proposal for the application of the teacher licence in the coming years. With respect to this, it can be contended that there is a greater need to reform the current evaluation practices, as opposed to shocking them with more data-driven evaluation forms (Larsen, 2005).

As discussed above, there is a common understanding held by teachers and evaluators in terms of the definition of effective teaching and how teachers should be evaluated.

Nevertheless, their vision is in conflict, to a degree, with current TE rules and resources, which promote some values that impact negatively on teacher agency.

8.9 Prevailing Values within the Teacher Evaluation Mechanism

Teachers’ actions and behaviours are affected by the TE structure (Everard & Morris, 1996). The existing literature indicates that various causal powers (detailed in Section 2.7) within the TE structure hinder teachers’ effectiveness (Delvaux, *et al.*, 2013). In relation to this study’s findings, a sense of frustration on the part of teachers, combined with a sense that processes were cumbersome, led to dissatisfaction with some TE practices. These negative impacts reflect the findings of recent studies in Kuwaiti governmental schools (Al-Yaseen, 2007; Al-Yaseen & Al-Musaileem, 2015), and those in England (Ball, 2003), as well as those found in other countries (OECD, 2009a). Whitaker (2000, p. 18) concludes that in order to motivate a group of people in the workplace, they need to be,

‘supported, heard, noticed, encouraged, trusted, appreciated and valued, informed, helped to clarify ideas, helped to develop skills and abilities, [and] challenges extended’.

In the present research, the values prevalent in the TE structure were determined through an evaluation of the participants’ views. Findings confirmed that the current TE structure reinforces authoritative, one-way, and downward communication. That is, teachers are

marginalised from formative participation in the TE cycle and, in particular, in the setting of evaluation objectives, and performance criteria. Finally, the inability to access the completed summative reports was a clear factor in the dissatisfaction expressed about the TE process.

Modern TE approaches call for teacher's leadership and is primarily concerned with enhancing teachers' professional agency (Calvert, 2016; Priestley, *et al.*, 2012a), particularly in regard to decision-making responsibilities. This is seen to empower teachers, without taking them out of the classroom (Harris & Muijs, 2005; Danielson, 2006; Goldstein, 2010). In turn, these trends reflect positively on teachers' commitment and decreases absenteeism rates amongst staff (Rogers & Vegas, 2009). This is important in Kuwaiti schools, where the latter is a significant issue, (as indicated in Section 8.7), faced by the MoE in Kuwait today (MoE, 2014).

One of the standards in the Kuwaiti teachers' evaluation policy requires teachers to have an 'openness to criticism and suggestions' (MoE, 2002, p. 3). However, the evaluation process does not provide any opportunity for discussion, particularly in relation to annual summative reports. Everard and Morris (1996, p.80) state that this it is not just the subordinate who will listen very carefully to any criticism, and use it as a basis for improvement, but also the manager. The current findings showed that most supervisors are willing to take on board criticism, and agreed to share and discuss TE outcomes with teachers. They further criticised the inequity between supervisors and teachers in accessing resources. One of the supervisors stated that she is confident in her decisions and is therefore prepared to discuss them with teachers.

A key issue to consider is the fairness of the actual evaluation itself. Research findings showed that those teachers who felt dissatisfied were more likely to base this view on a perception of a lack of fairness in their evaluation. Additionally, as indicated previously, interviewees reported bias on the part of the principal towards teachers who were willing to carry out additional administrative work in the school, even though some of them were known for their absences. In this research, it has not been possible to prove or disprove such claims. The point, however, is that teachers perceive that such a situation does exist and this is reflected in their attitudes to TE. Some teachers pointed out that the evaluation process does not take into account the psychological and health circumstances of the teacher. These issues may constitute a major block to their effectiveness, and as such they felt they should be acknowledged.

A distinction was observed in terms the attitudes of non-Kuwaiti teachers, who seemed to be dissatisfied with the recent increases in salary from which Kuwaiti teachers benefited more significantly. According to Equity Theory (Knowles, *et al.*, 2012), such discrimination generates a sense of injustice, especially when teachers performed the same tasks at the school and held similar qualifications. Nonetheless, non-Kuwaiti teachers on the whole seem to be satisfied with the feedback they received and saw it as contributing to their professional development. Significantly, they felt that they were treated equally in the evaluation of their performance. This is evident from the data, as two non-Kuwaiti teachers received a financial bonus in recognition of their performance at work. This distinction between citizens and expatriates' in terms of their salaries is a practice followed by all the Arab Gulf states. In spite of this pay discrimination, however, there is a high rate of employment of teachers from Arab countries, such as Egypt, to work in the region. This may well be because of the extremely difficult living conditions in their home countries.²¹

Despite the large gap in positional power in accessing resources between teachers and supervisors inherent in the TE structure, both of them, to some extent, share the same concerns towards the inequity in decision-making responsibilities. However, the findings also explored some positive dimensions, which are discussed in the coming section.

8.10 The Positive Dimension Within Teachers' Evaluation Mechanisms

The application of the critical realist approach seeks to facilitate the uncovering of the reality of the TE mechanism, with the aim of highlighting the pitfalls that hinder teacher agency. This study has identified some positive aspects of the TE structure, in particular, the availability of extrinsic incentives, as explained in Section 8.7.1, and the availability of a multi-evaluator approach.

8.10.1 Multi-evaluator approach

A key feature in the Kuwaiti TE policy is the multi-evaluator approach. Several interviewees identified the benefits of this on-going feedback method. That is, this approach contributes towards teachers' PD and keeps teachers well prepared. Moreover, the questionnaire findings showed that almost 70% of the teachers found TE, using this approach, to be fair and helpful. This is consistent with recent literature that advocates the multi-methods approach, wherein various stakeholders contribute to supporting teachers (Danielson & McGreal, 2000; Isore,

²¹ In 2008, the researcher was part of an official delegation appointed by the MoE, tasked to employ secondary school Physics teachers from Egypt. There was a large turnout of both male and female candidates.

2009). That said, it should be noted that four teachers and one supervisor perceived it as a means of psychological pressure and control on teachers' practices. Prior studies in TE also confirmed a variety of responses from teachers on this issue which included both positive and negative comments (Wragg, *et al.*, 1996; OECD, 2009a; Zhang & Ng, 2011).

Some teachers felt a sense of justice because the evaluation was not conducted by only one person. In Kuwait, the decisions resulting from an annual summative report are taken at the ministerial level, although the school's administrators indirectly affects these decisions due to the fact that the principal and head of department have a 40% and 20% say, respectively, as to the final annual grade. Thus, while developed countries tend to provide school administrators with more autonomy in decision-making (Webb, *et al.*, 2004), decentralisation can result in challenges, such as increased workload for the principals or schools having to hire teachers with fewer qualifications. It can be reasonably asserted that 'no country has completely decentralised teachers' management' (Gaynor, 1998, p. 59). Furthermore, the link between decentralisation and effective TE can be decisive in terms of the proponent to context-bond TE schemes (Campbell, *et al.*, 2003). This considers in-school evaluators to be more likely to understand day-to-day activities and PD demands, which will in turn improve teaching and learning. In this research, the teachers regarded the head of department to be the most relevant to the evaluation of their performance and were the most likely to provide them with the PD that they felt they required.

Evaluators are the key source of TE feedback, as they are responsible for improving and assessing teacher effectiveness. However, the task of the evaluators is far more involved because he/she does not have the opportunity to listen to the teachers' point of view in the final reports, illustrated in Section 8.6. The summative TE reports are shared between all three evaluators, and according to all the interviewees, supervisors and teachers alike, this contributes towards the fairness and credibility of the process. As highlighted by one teacher, 'due to the involvement of three evaluators, I think that the assessment is more likely to be fair'. Another teacher noted that,

'Every evaluator observes from a different angle...It provides a wider scope for professional development, but sometimes, there are conflicting views.'

There is evidence that confirms that teachers do trust the multi-evaluators method as a way of fostering a fair summative evaluation linked to the provision of financial rewards, as explained in Section 8.7.1. According to Vroom's expectancy theory, detailed in Section

4.11.3, teachers' perceptions about valance and instrumentally will contribute to motivating teachers in schools to gain expected and valuable outcomes. That said, it should be noted that the TE mechanism is costly and time-consuming, and for a full evaluation cycle in one academic year, every teacher is party to at least 14 post-observation meetings, which are conducted by the three evaluators. Furthermore, the similarities between the three evaluators, in terms of their position within the hierarchy, should also be taken into account. Other countries apply a multi-methods approach to ensure teachers' participation, such as portfolio, self-evaluations and peer-review (Santiago & Benavides, 2009).

To conclude, 'multi-faceted evidence' in TE is a prerequisite for a fairer evaluation (Danielson & McGreal, 2000, p. 57), whereas, for TE to be an 'effective learning tool', the structure needs to facilitate teacher agency, to enable teachers to take 'ownership and control over the process' (Campbell, *et al.*, 2004, p. 128). The following section provides a proposal for the development of TE in Kuwait in terms of enhancing teacher professional development.

8.11 A Proposal for The Development of a Mechanism for TE in Kuwait

The ultimate aim of this study is to propose changes and improvements to enhance TE practices within Kuwaiti schools, in terms of teacher professional development. The TE phenomena was situated at the 'micro-macro' level, with the three layers being: (1) the macro, representing the whole social context, particularly the cultural and economic aspects; (2) the meso, the institutional layer (i.e. The MoE) and, within it, the TE policies; and lastly, (3) the micro, which was at the individual level of teachers and their evaluators. In contrast, the critical realist assumptions facilitate this investigation of the teacher evaluation policy as a text and a discourse (Table 4.4). It provided an in-depth insight into the causal powers that constrain teacher agency, and consequently hinder teacher motivation and learning, as concluded earlier in this chapter (see Figure 8.1). Based upon this data, this section provides recommendations for the development of TE practices in Kuwait on the three levels.

8.11.1 The macro level (economic and cultural factors)

In the light of the challenges facing the Kuwaiti society, oil remains the only source of national income; but with declining oil prices, the local community has become increasingly concerned about the economic future of the country (Hakan, *et al.*, 2010). Despite such concerns, the Kuwaiti government has striven to provide a decent life for its citizens, which can be exemplified in its policies not to collect any taxable revenues and to keep spending on

key sectors, such as education, while maintaining a steady increase in teachers' salaries (UNESCO, 2011).

The 2011 pay rise has been hailed as one of the most generous in decades and was aimed at improving the status of teachers in relation to other professions. This, subsequently, prompted many would-be graduates to seek employment in education (MoE, 2015b) and teaching has, to some extent, become an appealing profession. In contrast, there is cause for concern, as Kuwait has not been performing well in international exams in the subjects of Language, Maths and Science (Plomp, 1998; NCED, 2011). Improvements in educational outcomes will not be realised unless serious efforts are expended to enhance teacher agency through authentic teacher involvement in their professional development which, in turn, will reflect positively on the teaching and learning process in the classroom (Day, 1999; Hargreaves & Fullan, 2012).

Kuwait is predominantly comprised of Arab and Muslim communities and, therefore, adheres to Islamic teachings based on its religious texts and sources (i.e. the Qur'an and the practical application of the Prophet Muhammad²²). It is not uncommon to see work linked with worship, and as the religion advocates acquiring knowledge, it generally appreciates the teaching profession (AL-Gousi, 2009; Ahmad & Owoyemi, 2012; Al-Munajjid, 2015). There is already a fertile environment for supporting teachers' motivation and learning within the community, but according to the research findings, for a successful teacher evaluation mechanism to be implemented, there is a need to spread further awareness to support the language of dialogue and exchange of views, and to increase the awareness of teachers' commitment to work.

8.11.2 *The meso level (teachers' evaluation structure)*

This investigation highlighted the significance of TE rules and resources, as well as the evaluators' positions, numbers, and the feedback they provide to teachers. The recommendations are based on the perspectives of both teachers and supervisors, and the discussions presented in this chapter. These proposals are summed up as follows:

- Encouragement of scientific research and the undertaking of a pilot study prior to the enforcement or abolition of any ministerial laws or legislation, contrary to the situation that prevailed in the abrupt abolition of self-evaluation in 2000 (and which was so badly received by the profession).

²² peace be upon him

- Modification of teacher standards and linking them directly to effective teaching practices, such as initiating the learner-centred approach, as well as taking advantage of the latest teacher standards applied in England 2012 (Section 5.4.4).
- Diversification of evaluation methods, rather than being totally reliant upon classroom observation. Methods proposed by teachers and supervisors included self-evaluation and student achievement.
- Creation of a classroom 'open doors' policy and encouragement for peer review, which would subsequently encourage collaborative work and the exchange of experiences between teachers (Muijs & Reynolds, 2011, p. 197).
- Maintenance of the three-evaluator approach, as it provides teachers with on-going feedback throughout the school year. In addition, it contributes to the fairness of the evaluation.
- Differentiation between teachers' effectiveness and the demand to empower teacher professional agency, throughout teachers' involvements in decision-making, particularly in relation to setting evaluation objectives, self-evaluation, and the outcome of the annual reports.
- Linkage of the outcomes of summative reports directly with professional development activities, in particular those areas for development relating to teaching practices (i.e. workshops, training sessions).
- Address the issues faced by non-Kuwaiti teachers and meet their various needs, especially after the recent increase in the salaries of Kuwaiti teachers.
- Involvement of teachers in decision-making and ensuring they are not given a marginal role in the evaluation process. More specifically, all teachers should be made aware of the summative evaluation report and be provided with an adequate opportunity to discuss the results with their supervisors, and to express their opinion freely, as is currently the case with underperforming teachers.
- Give more powers to the heads of departments in planning for PD activities. Moreover, their contribution should preferably continue to be reduced in the summative evaluation, so that their primary role remains that of developing teacher effectiveness, rather than assessing it.

8.11.3 *The micro level (teachers' and supervisors' agency)*

The empirical investigation was limited to the potential causes within the TE structure that constrained or enabled teachers' professional agency. This generated various recommendations, as mentioned above. However, for educational change to reach the 'critical mass' in complex educational systems, a multi-layered intervention is needed to ensure authentic 'change and sustainable development' (Mason, 2009, p. 121). Moreover, a growing body of literature highlights personal characteristics, teachers' identities, attitudes, skills and knowledge as key issues within active learning opportunities (Fullan, 1993, p. 8; Day & Gu, 2010). There is also evidence to suggest that teachers are not willing to engage in critical discussions with evaluators and will, for the most part, simply accept the feedback. Further studies that take internal variables into account will need to be undertaken. From the limited findings, in terms of the internal factor, it can be said that both supervisors and teachers should be trained to engage in dialogue and constructive criticism, and to understand the dimensions of teacher effectiveness.

Providing educational opportunities for teachers and supervisors to pursue a postgraduate pathway is another viable option in improving teacher effectiveness/ PD. As revealed in the study, out of the 475 teachers that participated in the questionnaire, only nine have a Master's degree, while the 12 teachers and 4 supervisors who participated in the interviews were all Bachelor's degree holders.

8.12 Summary

This chapter integrated the significant findings of the applied MMR and the comparative analysis of the conceptual teacher evaluation policy in Kuwait and England. It also provided an analysis of the structure of TE in Kuwait. Based on the key data sources (teachers, supervisors and TE policy document), the findings suggested that the causal power within the mechanism of TE in primary schools in Kuwait did, indeed, constrain teacher agency. The discussion of these findings highlighted five main aspects that hindered teachers' agency: (1) teacher standards; (2) the confidentiality of the summative evaluation; (3) weak intrinsic incentives; (4) low level of peer review; and, (5) the absence of self-evaluation.

In contrast, there were limited indications of practices within TE that enabled teacher agency, such as the multi-evaluators method, which contributed towards providing a fair evaluation, the role of the head of department, which provided a developmental context-bound evaluation, as well as the presence of valued financial incentives that, to some extent, contributed to job satisfactions.

For sustainable educational improvement, both the internal and external (structural and cultural) factors that influence teacher agency need to be addressed. The empirical focus of this research was on the structural components of TE; namely the TE rules, feedback and incentives resources, and the relative positions and power of the evaluator and the person being evaluated. Based on this investigation, and subsequent discussions, the changes and improvements outlined have been proposed to enhance TE practices in terms of teacher professional development.

The next chapter is the concluding chapter, and will summarise the research and demonstrate the contributions to, and implications for, research in this field. It will also acknowledge the research limitations of this study, and make final recommendations as to areas for future study.

Chapter Nine: Conclusion

9.1 Introduction

This chapter provides a summary of my research on TE in Kuwait, in order to determine the changes and improvements that could ensure that TE forms an integral part of holistic teacher PD. This answers the main research question: How can teacher evaluation in Kuwait be improved? Based on a critical realist paradigm, I conducted an in-depth investigation of the TE policy as a text and as discourse. I applied two main approaches; a mixed methods approach and a comparative content analysis of TE regulations in England and Kuwait. I found that considerable reforms are needed, in terms of teachers' standards, teachers' roles and TE incentives. In this final chapter, conclusions are drawn from what has been presented and explored in the preceding chapters. The conceptual frameworks of TE policies in Kuwait and England were compared in Chapter Five. Data from the OECD (2009c) questionnaire that was distributed among 475 primary school teachers revealed teachers' perceptions on TE purposes, focus and frequency, as well as its impacts on PD. This was discussed in Chapter Six. Interviews were conducted with 12 primary school teachers and four supervisors. Chapter Seven analysed the TE practices. Finally, Chapter Eight discussed the findings emerging from both the quantitative and qualitative data.

This concluding chapter is divided into three parts: first, it revisits the research questions and briefly presents the key findings. Second, it provides an overview of the contributions and implications of the research. Finally, it highlights the limitations of the study and offers suggestions and recommendations for future research.

9.2 Research Questions and Key Findings

From the onset, the motivation to conduct this study was my personal conviction that the policies and practices of TE in Kuwait needed to be reviewed. This view was strengthened by a critical review of the TE literature. Thus, as a focus for my enquiry, the study sought to answer the following main research question:

How can teacher evaluation in Kuwait be improved?

In order to propose authentic, sustainable and educational improvements, the voices of the teachers needed to be heard (Day, 2004; Harris & Muijs, 2005; Bush & Middlewood, 2013; Hargreaves & Fullan, 2012). This was reflected in the following subsidiary research question:

What are teachers' perceptions of current teacher evaluation processes in Kuwaiti primary schools in relation to frequency, focus, and impact of feedback?

I employed a mixed methods design, drawing on the methodology proposed by Creswell and Plano Clark (2011) (detailed in Section 4.9). In the first phase, the perceptions of 475 primary school teachers from four districts were surveyed. The second phase focused on how teachers perceived TE in terms of TE content, feedback sources, and the extrinsic and intrinsic incentives that were offered by management. For this phase, 12 Science teachers and four supervisors were interviewed. The supervisors were responsible for providing teachers with PD feedback due to their speciality in their subject areas.

The main aim of this thesis was to suggest a proposal for changes and improvements of the current 2012 TE policies and practices in Kuwait, in terms of providing teachers with PD (see Section 8.11). In order to achieve this, a critical realist approach was applied, based on Bhaskar's (1993) transformational model, which highlights the interaction between structure and agency. The study investigated the causes of, and effects on, teachers' PD to determine what facilitates teachers' professional agency (Section 2.4). For the analysis of TE mechanisms in Kuwait, I reviewed teachers' views on structural entities and on their interactions with individuals, drawing on Porpora's (2015) conceptualisation of social structure (see Table 4.4). This facilitated a critique of the current TE text policy (rules) and discourses.

Reviewing motivational and adult learning theories - in particular, Ilgen *et al.*'s (1979) Feedback Model (Section 4.11.2) and expectancy theory (Section 4.11.3; Knowles, *et al.*, 2012) - the current study discussed TE feedback and teachers' incentives within TE discourse. Thus, the main research findings could be revisited (as detailed in Chapter Eight) to specifically explore the reality of TE as text and discourse in the light of the empirical findings, with consideration of motivational theories, and within critical realist philosophical assumptions (Section 4.5).

9.3 Teacher Evaluation of the 2012 Policy in Kuwait

There is clear evidence that teachers in Kuwait are excluded from participating in two key stages of the TE cycle: setting evaluation goals at the beginning of each TE cycle and decision making during the production of the summative evaluation reports at the end of the TE cycle. The confidentiality mechanism means that teachers do not have access to summative reports, which breaks the continuity of the TE cycle. Since teachers are neither able to contribute to, nor being informed about, annual planning for the coming academic year, there is no clear link between TE outcomes and teacher PD opportunities. In addition, teacher agency is impeded by their lack of information and lack of contributions in the TE process. Although my research shows that training courses are provided, these are not linked with TE outcomes or informed by data from TE processes on teachers' PD needs.

During Kuwait's reform of TE policies, two effective procedures for evaluating teachers were terminated. These are the process of self-evaluation, which was cancelled in 2001, and employee access to his/her own final summative TE report, which was considered unimportant in Civil Service Decision No. 36/2006.

Teaching standards in Kuwaiti TE policies are teacher-centred. They focus largely on teachers' commitment to attendance and adherence to administrative instructions (Section 5.4.4). When comparing Kuwait's policies to England's 2012 teaching standards, which follow a learner-centred approach (DfE, 2012b), I noted that the TE policy framework in Kuwait does not meet the demands of the teacher's professional agency. Strikingly, all the interviewed teachers and supervisors in this study articulated a case for a learner-centred approach when defining 'effective teaching'.

The analysis revealed that teachers have been excluded from managing or contributing towards their own PD within TE policies in Kuwait. Thus, teachers' participation in decision making, reflection, self-evaluation and peer review are constrained, despite the stated policy goal, which emphasises:

‘The success of any institution is contingent on the ability of workers in terms of bringing about change, developing the pre-set plans, as well as achieving the goals’ (MoE, 2011).

In the following section, the key findings of the mixed method research are related to the relevant literature and used to form a critique of the reality of TE discourse in Kuwait.

9.4 Teachers' Evaluation Discourse

By applying Porpora's (2015) conceptualisation of social structure, I found that the complexity of TE structure in Kuwait can be divided into two significant components (detailed in Section 4.6), TE policy rules (explained in Section 9.3) and TE discourses. TE discourses are made up of TE feedback provided by evaluators to teachers in post-observation conferences; extrinsic and intrinsic incentives; and the number of evaluators and their role or position.

According to feedback and expectancy theories (detailed in Sections 4.11.2-4) and the literature on TE (Chapter Two), there are two forms of causal power in the TE mechanism in schools. In Kuwaiti primary schools, the TE mechanisms are mostly constraining and rarely enable teacher PD. This is confirmed by the application of Bhaskar's (1993) CR model to my data. Causes and effects have been highlighted in Figure 8.1. It is evident that the TE discourse pertaining to feedback, incentives and leadership in Kuwait is framed according to the TE current 2012 text policies. Thus, the detailed proposal provided in Section 8.11 focuses mainly on recommendations for a review of the TE policy.

9.4.1 Teacher evaluation feedback sources and content

Classroom observation is an epiphenomenon of familiar behaviour repeated in TE practices for evaluating teachers in Kuwait (Porpora, 2015). Three official evaluators (the supervisor, the head of department and the principal) contribute towards providing teachers with on-going feedback. However, the feedback provided is likely to be divided into three different types, according to the evaluator's position. For instance, the head of department will provide feedback that is collegial, open and integrated with teaching practices, whilst the principal will provide feedback that adheres to strict guidelines relating to administrative requirements. The presence of three official evaluators who possess the power to lead TE discourse is generally considered to be fair by the teacher and evaluator participants in this study.

The findings further indicate that the supervisor's feedback has the most powerful influence on teachers' PD, although it is evident that this can constrain teachers' professional agency. Teachers tend to accept the feedback provided by supervisors and to change their practices according to the instructions provided. Teachers tend to not engage in discussion or negotiation and they were compliant in their intention to revise their teaching practices according to their supervisors' views. The training and preparation, capabilities and expertise of the supervisors could be further investigated in future research, in particular with regard to facilitation and mentoring skills.

The TE data on teacher effectiveness is based on observable practices and does not differentiate between teachers in terms of the underlying factors that affect their pedagogical practices (Campbell, *et al.*, 2004; Muijs & Reynolds, 2011). This creates negative conditions, a sense of injustice, frustration and accountability at the expense of PD in TE discourse (Zhang & Ng, 2011; Bush & Middlewood, 2013). The empirical findings from this study indicate hierarchal authoritarian TE practices, an absence of self-evaluation in TE practices, and limited evidence of peer review, impeding teachers' professional agency. Therefore, the role of self- and peer-review practices in promoting teacher agency would be interesting areas for future research in the Kuwaiti context.

9.4.2 *Extrinsic and intrinsic incentives*

There is empirical evidence that shows that the TE outcomes in Kuwait are based on extrinsic incentives and rewards, such as bonuses for excellence. Based on the interviews with the 12 teachers and the four supervisors, it appears that these incentives have only a short-term influence on teacher satisfaction (Knowles, *et al.*, 2012). While the bonuses or increments to teachers' salaries indicate that the Kuwaiti government appreciates the teaching profession, there is a lack of opportunity for teachers to engage in authentic PD that can promote teacher agency and lead to long-term sustainable change.

In the next section, I reflect on the research process and the appropriateness of adopting a critical realist approach. I consider the contribution made by this study to theory and to discussions about TE practice.

9.5 Reflection on my Professional Learning

Reflecting on the process of conducting my PhD research, I note that I adopted what Reinharz (1997, p. 5) refers to as 'a variety of selves'. I applied and related to different identities during this study. Being a sponsored researcher provided me with invaluable material and personal support from the Kuwaiti government, while my previous teacher and supervisor roles in both primary and secondary schools served as strong motivators. My experience also provided me with a degree of familiarity with the subject matter, particularly in terms of supervision practices that are based on observable classroom evidence and confidentiality of annual reports. However, conducting my investigation within the domain of CR (detailed in Section 4.5) unquestionably affected my understanding of the TE phenomenon. It changed my recognition of the multi-dimensional influences underpinning teacher effectiveness (detailed in Section 2.4) and of the interplay between TE structures and teacher agency (detailed in

Section 2.6). It reshaped my conclusion that an effective TE mechanism considers teachers as agents of change and not as recipients of evaluators' instructions. A teacher's agency and motivation to learn and improve professionally is linked to internal dimensions (i.e. teacher identities, attitudes, skills and knowledge), as well as external structural and cultural factors (i.e. rules, resources, incentives and evaluator positions) (Priestley, *et al.*, 2012a). During the completion of this thesis, my 'self as a learner' improved most. This personal development will positively influence me in conducting educational research in the future.

9.6 Contribution of the Study

This study adopted the CR paradigm, which, as David states, is 'better able to account for the socially constructed and non-solipsistic dimensions to reality' (2005, p. 634). Thus, it is regarded as a promising paradigm for educational leadership and for managing teachers in schools (Egbo, 2005; Shipway, 2011; Grogan & Simmons, 2012). Furthermore, it provides a critical understanding of the stratified, structured reality of the TE mechanism in Kuwait (as detailed in Section 4.5).

According to my extensive review of the literature, the TE context in Kuwait has yet to be researched based on the philosophical assumptions of CR. Thus, the current study addresses a gap in the literature by providing an investigation into the reality of TE within the Kuwaiti educational context. The CR paradigm has been adopted to investigate different educational phenomena in other contexts. CR is concerned with the interplay of structure and agency, and has been appropriately applied to investigations into teachers' self-efficacy (Brown, 2012), teachers' understanding of inquiry-based learning in the UK (Reid, 2014), and teacher absenteeism in Tanzania (Tao, 2013). Some research findings highlight that performativity cultures within the TE structure constrain teachers' agency in schools (Reid, 2014). However, none of the reviewed TE studies has applied a CR approach to investigate the structural components. Thus, the application of CR is a growing field in educational research, in comparison to traditional post-positivist, interpretivist and pragmatist paradigms.

Another significant contribution of the present research is the methodological combination of mixed methods research with a comparative documentary analysis of the policy framework between a developed and developing country. This provides an in-depth understanding of TE policies and practices, and strengthens data validation through the triangulation of multiple data sources, teachers, supervisors and policy documents. Three methods were applied: a questionnaire, semi-structured interviews (within the mixed methods approach) and

documentary comparative analysis. These approaches are recommended by critical realist researchers for an extensive and intensive investigation (Hurrell, 2014; Kessler & Bach, 2004). My research began by investigating the TE policy framework in Kuwait. This facilitated a better understanding of participating teachers' and evaluators' perceptions, regarding, for example, frequency of feedback and teachers' roles in the TE process.

In addition, the application of Porpora's (2015) conceptualisation of social structure in this thesis provides a new perspective on the structural components of TE by combining realist assumptions within TE policy as a text and discourse. This could be applicable to TE research in other contexts.

Another key contribution is the nuanced theoretical framework which I used to investigate TE, based on motivational theories and feedback and expectancy theory. These theories have already been applied in some TE studies. However, applying CR stratified ontological assumptions facilitates an understanding of the multidimensional factors underpinning teachers' effectiveness. The analysis of the reality of teacher effectiveness provides a more nuanced theoretical contribution (Figure 2.1). This might inspire TE researchers and policy makers to focus their interest on building context-bound TE models. This would differentiate teachers' effectiveness rather than determining standards or characteristics of effective teachers. A different perspective is provided by Campbell *et al.* (2004) who suggest that teachers' effectiveness is related to their identities, their subjects, their pupils' characteristics, and cultural and structural factors.

9.7 Research Implications

This section addresses certain implications for TE researchers, based on my nuanced investigations of TE mechanisms in Kuwait.

-Integration of macro-micro and structure-agent theories

The current study provides a potential link between two theories, namely American sociological, micro-macro theory and European structure-agency theory (Ritzer & Stepnisky, 2014). Initially, the current research focussed on macro-micro theory. I applied three levels of analysis: (1) the macro level, representing the entire social context, particularly cultural and economic aspects; (2) the meso level, which is the institutional layer (i.e. the MoE) that contains the TE policies; and (3) the micro level, which is the individual level of teachers and their evaluators. However, as the research progressed to explore the effects of TE policy on

teachers' learning and development, the structure-agency levels within the critical realist perspective provided a more explicit portrayal of the interactions between teachers and their evaluators. Thus, I have studied TE structure within the MoE in Kuwait, as well as the agency of individual teachers and evaluators. Structure-agency theories provided tangible explanations for the activities and events of TE and, thus, facilitated the educational research (detailed in Section 4.5).

-Teacher evaluation challenges in Kuwait and England

In this thesis, the differences between the TE policies in Kuwait and England have been discussed. These policies may be representative of similar conditions in other developing and developed countries. There are a number of challenges in each of these contexts. Based on learner-centred teaching standards, TE policies in England emphasise teacher participation in setting evaluation goals and in decisions about the final reports (DfE, 2012a). However, recent literature highlights growing dissatisfaction in England with a performativity culture typified by standardised tests and PRP (Ball, 2003). These policy initiatives, driven by global competition and economic factors, fail to encompass the complexity of teacher effectiveness. In the case of Kuwait, the policies are mandated to address current problems or to avoid anticipated problems, such as the elimination of a culture of teacher absenteeism (MoE, 2014). TE standards considered the first optimum criterion as 'school attendance'. The confidentiality of the final summative report can be defended, as one of the interviewed supervisors stated: 'The disclosure of the summative evaluation reports will cause hassles among teachers due to the dissatisfaction status as a result of a comparison with others.' It is clear that the deficiencies of TE policies in different contexts should be addressed by policy reforms, to ensure that TE practices take account of the complexity of teacher effectiveness and teacher agency (Ball, 2003; Larsen, 2005).

-Classroom observation

This research provides evidence that classroom observations are a significant method for evaluating teachers in Kuwait and England. Empirical evidence in the Kuwaiti context highlights that most teachers consider the evaluation process to be fair, because it is based on classroom observation, which represents the actual work of the teacher. In addition, most teachers perceive the provision of three official evaluators in the evaluation process to be appropriate. The current study highlights that having multiple evaluators can increase the credibility of the data collected on teachers' performance. However, the effectiveness of this

approach should be investigated in terms of constraints on resources (i.e. time and money) (Matthews, 2006).

-Recommendations for Teacher evaluation practices in Kuwait

The Kuwaiti government seeks to constantly review and improve educational policies and practices in order to enhance learning and pupil outcomes in the country. Kuwait is one of the first Arab countries to participate in international tests and it uses international expertise to evaluate its educational systems (Hussein, 1992; Burney, *et al.*, 2013; Alhashem & Alkandari, 2015). However, some changes have been implemented in schools without proper piloting or consultation to address stakeholder perceptions. Most supervisors and teachers in the current research criticised the amendments of the TE rules, such as cancelling the self-evaluation component and forbidding teachers from accessing their summative reports. Thus, by collecting, analysing and presenting key data from the teachers' and supervisors' perceptions within this study, particularly with respect to motivational theories and CR assumptions, detailed recommendations on the necessary changes for TE were presented in Section 8.11.

There is a critical need to improve TE practices in order to facilitate teachers' professional agency. The research findings reveal that current training opportunities do not fulfil teachers' expectations. As already recommended by Al-Jaber (1996), training programmes need to be held for teachers, evaluators and administrators alike. Teachers in Kuwait are evaluated throughout the year according to their subjects' pre-set goals. The research findings found no evidence in TE rules or practices that teachers participate in setting evaluation goals. This limitation needs to be revised by policy makers and educators. Setting evaluation goals that differentiate between teachers' effectiveness should be a priority for the development of teaching and learning.

Importantly, the research also shows that teachers and supervisors already have a common vision. Both aim for effective teaching in a learner-centred approach. However, teachers and supervisors need training sessions to improve their skills and behaviours. They need encouragement to engage in critical dialogue and to recognise 'teachers as agents of change' (Priestley, *et al.*, 2012a, p. 2). Continuous PD sessions and workshops are therefore vital and may boost the internal agency dimensions (i.e. attitudes, knowledge and skills). It is believed that providing in-service authentic learning opportunities is crucial for sustainable improvement (Hargreaves & Fullan, 2012; Bush & Middlewood, 2013).

9.8 Research Limitations and Recommendations for Future Research

The aim of this study was to investigate the contributions of TE to teachers' PD and to propose changes to enhance teacher learning and motivation. The research was limited to an investigation of factors that might constrain or enable teachers' professional agentic role within the TE structure (i.e. feedback, evaluators' roles, and intrinsic and extrinsic incentives) (Figure 8.1). These are considered to be influential factors in adult learning and motivational theories. That said, these factors cannot guarantee the impact or outcomes of the suggested learning or motivation processes, since other factors may be at play. Moreover, personal characteristics, teachers' identities and attitudes, as well as their capacity for reflective practice and their appreciation of collaborative and active learning opportunities remain to be investigated. Teachers 'who continuously seek, assess, apply, and communicate knowledge throughout their careers' (Fullan, 1993, p. 8; Day & Gu, 2010) will take more control of and responsibility for their PD. Thus, the internal causal power that mediates teachers' professional agency in relation to their volition and professionalism needs to be considered and evaluated (Haysom, 1985). Furthermore, the application of Archer's (2003) conceptualisation of mediation and reflexivity could fruitfully inform the scope and focus of future study.

In terms of the research methods, this research applied a mixed methods approach with questionnaires and semi-structured interviews, which are the most common combination in mixed methods research (Bryman, 2006). The results from the OECD questionnaire (OECD, 2009c) provided significant information on TE and feedback in general. However, interviews were carried out with only 12 teachers and four supervisors and do not, therefore, provide a strong representative sample of the total population. Moreover, the mechanisms of TE within each school were not included in the research scope, as no significant differences could be identified between the dependent variables within the questionnaire and the school (independent variable) to which the teachers belonged. As only four teachers within each school participated in the interviews, numbers were insufficient to conduct such a comparison.

For a more detailed understanding of the TE process, CR could be applied in the form of an in-depth, qualitative case study of one of the Kuwaiti schools, including all participants - teachers, heads of department, principals, students and parents. This could provide valuable

insights into the TE culture within a school, as well as providing a holistic account of the TE mechanisms at school level.

With regards to data interpretation, the literature review drew primarily upon UK and US literature and less on literature about TE in the Gulf Cooperation Countries (GCC) and other Arab countries. Previous TE studies in Kuwait have already provided some insights into TE on a regional basis. This study's focus on developed countries that are highly ranked in the international TIMSS highlights the development opportunities for TE policy and practices in Kuwait.

9.9 Summary

This study was conducted amid on-going worldwide reforms of TE policies. My evaluation of the reality of TE in Kuwait suggests that teachers require supportive feedback through interactive dialogue with their supervisors. In addition to intrinsic incentives, appropriate opportunities to participate in self-evaluation and peer review as part of their PD could increase teacher engagement with the decision-making processes about TE goals and with the outcomes of summative reports.

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Appendices

Appendix A: Teaching and Learning International Survey (TALIS) (OECD, 2009c)

[Placeholder for identification label]
(105 x 35 mm)

OECD Teaching and Learning International Survey (TALIS)

Teacher Questionnaire

Main Study Version (MS-12-01)
[International English, UK Spelling]

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands
IEA Data Processing and Research Center (IEA DPC), Germany
Statistics Canada, Canada

About TALIS

The first Teaching and Learning International Survey (TALIS) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Cooperation and Development (OECD) and [Name of country], along with some 23 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school nor any of its personnel will be identified in any report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- This questionnaire should take approximately 45 minutes to complete.
- <When questions refer to 'this school' we mean by 'school': national school definition.>
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please [National Return Procedures and Date].
- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following numbers: [National Center Contact Information]

Thank you very much for your cooperation!

Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box.

1. What is your gender?

- Female Male
- ☐₁ ☐₂

2. How old are you?

- Under 25 25-29 30-39 40-49 50-59 60+
- ☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆

3. What is your employment status as a teacher?

Part-time employment is where the contracted hours of work represent less than 90 per cent of the normal or statutory number of hours of work for a full-time employee over a complete school year. Please consider your employment status for all of your teaching jobs combined.

- ☐₁ Full-time
- ☐₂ Part-time (50-90% of full-time hours)
- ☐₃ Part-time (less than 50% of full-time hours)

4. Do you work as a teacher of <ISCED level 2> at another school as well as this school?

- ☐₁ Yes
- ☐₂ No → Please go to question 6.

5. If 'Yes' in the previous question, please indicate in how many other schools you work as a <ISCED level 2> teacher.

Please write in a number.

Schools

6. What is your employment status as a teacher at this school?

Please do not consider the probationary period of a contract as a separate contract.

- ☐₁ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
- ☐₂ Fixed term contract for a period of more than 1 school-year
- ☐₃ Fixed-term contract for a period of 1 school-year or less

7. What is the highest level of formal education that you have completed?

Please mark one choice.

- ☐₁ <Below ISCED Level 5>
- ☐₂ <ISCED Level 5B>
- ☐₃ <ISCED Level 5A Bachelor degree>
- ☐₄ <ISCED Level 5A Masters degree>
- ☐₅ <ISCED Level 6>

8. In a typical school week, estimate the number of (60-minute) hours you spend on the following for this school.

This question concerns your work for this school only. Please do not include the work you do for other schools.

Please write a number in each row and round to the nearest hour in your responses. Write 0 (zero) if none.

- a) Teaching of students in school (either whole class, in groups or individually)
- b) Planning or preparation of lessons either in school or out of school (including marking of student work)
- c) Administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertake in your job as a teacher)
- d) Other (please specify): _____

9. How long have you been working as a teacher?

Where possible exclude extended periods of absence (e.g. career breaks).

- | | | | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This is my
first year | 1-2 years | 3-5 years | 6-10 years | 11-15 years | 16-20 years | More than
20 years |
| <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |

10. How long have you been working as a teacher at this school?

Where possible exclude extended periods of absence (e.g. career breaks).

- | | | | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This is my
first year | 1-2 years | 3-5 years | 6-10 years | 11-15 years | 16-20 years | More than
20 years |
| <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₇ |

Teacher Appraisal and Feedback

We would like to ask you about the appraisal (defined below) of your work as a teacher and the feedback (defined below) you receive about your work in this school.

In this survey, **Appraisal** is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal, more subjective approach (e.g. through informal discussions with the teacher).

In this survey, **Feedback** is defined as the reporting of the results of a review of your work (however formal or informal that review has been) back to the teacher, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

21. From the following people, how often have you received appraisal and/or feedback about your work as a teacher in this school?

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once per year	Twice per year	3 or more times per year	Monthly	More than once per month
a) Principal	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
b) Other teachers or members of the school management team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
c) External individual or body (e.g. external inspector)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

If you answered 'Never' for all of the above (a, b, and c) → Please go to question 28.

22. In your opinion, how important were the following aspects considered to be when you received this appraisal and/or feedback?

Please mark one choice in each row.

	I do not know if it was considered	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student test scores	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Retention and pass rates of students ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Other student learning outcomes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student feedback on my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Feedback from parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) How well I work with the principal and my colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Direct appraisal of my classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Innovative teaching practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Relations with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Professional development I have undertaken	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Knowledge and understanding of my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m) Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n) Teaching students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o) Student discipline and behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
p) Teaching in a multicultural setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
q) Extra-curricular activities with students (e.g. school plays and performances, sporting activities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
r) Other (please specify below)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

23. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?

Please mark one choice in each row.

	No change	A small change	A moderate change	A large change
a) A change in salary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A financial bonus or another kind of monetary reward	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Opportunities for professional development activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A change in the likelihood of career advancement ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Public recognition from the principal and/or your colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Changes in your work responsibilities that make the job more attractive	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

24. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to or involved changes in any of the following?

Please mark one choice in each row.

	No change	A small change	A moderate change	A large change
a) Your classroom management practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Your knowledge and understanding of your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Your knowledge and understanding of instructional practices (knowledge mediation) in your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A development or training plan to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Your teaching of students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Your handling of student discipline and behaviour problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Your teaching of students in a multicultural setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The emphasis you place upon improving student test scores in your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

25. How would you describe the appraisal and/or feedback you received?

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) The appraisal and/or feedback contained a judgment about the quality of my work. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) The appraisal and/or feedback contained suggestions for improving certain aspects of my work. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

26. Regarding the appraisal and/or feedback you received at this school, to what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

- | | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

27. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?

Please mark one choice in each row.

- | | A large decrease | A small decrease | No change | A small increase | A large increase |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Changes in your job satisfaction | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| b) Changes in your job security | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

28. We would like to ask you about appraisal and/or feedback to teachers in this school more generally. To what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) In my opinion, in this school the principal takes steps to alter the monetary rewards of a persistently underperforming teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) In my opinion, in this school the sustained poor performance of a teacher would be tolerated by the rest of the staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) In this school, teachers will be dismissed because of sustained poor performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) In my opinion, in this school the principal uses effective methods to determine whether teachers are performing well or badly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) In my opinion, in this school a development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) In my opinion, the most effective teachers in this school receive the greatest monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) If I improve the quality of my teaching at this school, I will receive increased monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) If I am more innovative in my teaching at this school, I will receive increased monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) In my opinion, in this school the review of teachers' work is largely done to fulfil administrative requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) In my opinion, in this school the review of teachers' work has little impact upon the way teachers teach in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teacher Questionnaire

Dear Teacher,

I am currently a PhD student at The University of Newcastle, England. I am collecting data for a dissertation which aims to offer a comparison between the teacher evaluation processes in terms of teacher professional development in England to that of my own country, Kuwait. The purpose of this study is to compare the differences in the implemented teacher evaluation in primary schools between Kuwait and England. Ultimately, the results will form part of a greater body of research exploring the most effective methods of teacher evaluation, and will hopefully, contribute to development of teacher evaluation processes in Kuwait.

As part of this process, it will be imperative to implement a teacher questionnaire. This questionnaire is part of the Teaching and Learning International Survey (TALIS) which was implemented in 23 countries of the OECD countries (Organisation for Economic Co-Operation and Development).

This questionnaire should take approximately 30 minutes and guidelines for answering the questions are typed in italics. Most questions can be answered by marking the most appropriate answer. In addition to a three open questions where you can add whatever you find it appropriate.

Participation is of course entirely voluntary and you may withdraw from the process at any time. The results and conclusions will be published in the form of an official dissertation report. However, all information provided will be treated confidentially and are not required to put your name. Your participation is greatly appreciated.

If you require any further information about specific aspects of the questionnaire or the research as whole, please feel free to contact me. Thank you very much for your cooperation.

Yours Sincerely,
Nadia Aljenahi

PhD candidate
School of Education
Communication and Language Science
University of Newcastle upon Tyne
Email: N.B.E.A.ALjenahi@newcastle.ac.uk
Tel:

Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box

What is your gender?

Female Male

\square_1 \square_2

How old are you?

Under 25	25-29	30-39	40-49	50-59	60+
----------	-------	-------	-------	-------	-----

□₁ □₂ □₃ □₄ □₅ □₆

What is the highest level of formal education that you have completed?

☐ Bachelor degree

\square_2 Masters degree

☐₃ Doctorate degree

How long have you been working as a teacher?

This is		More than				
my	1-2	3-5 years	6-10 years	11-15 years	16-20 years	20 years
first	years					
year						

$$\square_1 \quad \square_2 \quad \square_3 \quad \square_4 \quad \square_5 \quad \square_6 \quad \square_7$$

How long have you been working as a teacher at this school?

This is		More than				
my	1-2	3-5 years	6-10 years	11-15 years	16-20 years	20 years
first	years					
year						

$$\square_1 \quad \square_2 \quad \square_3 \quad \square_4 \quad \square_5 \quad \square_6 \quad \square_7$$

In a typical school week, estimate the number of (60-minute) hours you spend on the following for this school.

This question concerns your work for this school only. Please do not include the work you do for other schools.

Please write a number in each row and round to the nearest hour in your responses.

Write 0 (zero) if none.

Teaching of students in school (either whole class, in groups or individually)

Planning or preparation of lessons either in school or out of school (including marking of student work)

Administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertaken in your job as a teacher)

Other (please specify):

Teacher Appraisal and Feedback

I would like to ask you about the appraisal (defined below) of your work as a teacher and the feedback (defined below) you receive about your work in this school.

In this questionnaire, **Appraisal** is defined as when a teachers' work is reviewed by the principal, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal, more subjective approach (e.g. through informal discussions with the teacher).

In this questionnaire, **Feedback** is defined as the reporting of the results of a review of your work (however formal or informal that review has been) back to the teacher, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

1-From the following people, how often have you received appraisal and/or feedback about your work as a teacher in this school?

Please mark one choice in each row.

	Never	Once every three years	Once Per year	Twice Per year	3 or more times Per year	Monthly	More than once Per month
a-Principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b-Deputy principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c-Head of department	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d-Other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f-Supervisor	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

If you answered 'Never' for all of the above (a, b, c, d and f) → Please go to question 11.

2-In your opinion, how important were the following aspects considered to be when you received this appraisal and/or feedback?

Please mark one choice in each row.

	I do not Know if it Was considered	Not Considered at all	Considered With low importance	Considered with moderate importance	Considered with high Importance
1-Student test scores	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2-Retention and pass rates of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
3-Other student learning outcomes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
4-Student feedback on my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
5-Feedback from parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
6-How will I work with the principal and my colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
7-Direct appraisal of my classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
8-Innovative teaching practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
9-Relations with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
10-Professional development I have undertaken	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
11-Classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
12-Knowledge and understanding of my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
13-Knowledge and understanding of instructional practices(knowledge mediation) in my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
14-Teaching students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
15-Student discipline and behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
16-Teaching in a multicultural setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
17-Extra-curricular activities with students(e.g. school plays and performance, sporting activities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

3-In your opinion, were there any other issues which were considered when you received an appraisal at your school? (Please specify below) And to what extent were they considered?

4-Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following

Please mark one choice in each row.

	No change	A small change	A moderate change	A large change
1-A change in salary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2-A financial bonus or another kind of monetary reward.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3-Opportunities for professional development activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4-A change in the likelihood of career advancement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5-Public recognition from principal and /or your colleagues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6-Change in your work responsibilities that make the job more attractive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
7-Role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

5-Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to or involved changes in any of the following?

Please mark one choice in each row.

	No change	A small change	A moderate change	A large change
1-Your classroom management practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2-Your knowledge and understanding of your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3-Your knowledge and understanding of instructional practices (knowledge mediation) in your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4-A development or training plan to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5-Your teaching of students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6-Your handling of student discipline and behavior problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
7-Your teaching of student in a multicultural setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
8-The emphasis you place upon improving student test scores in your teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

6-How would you describe the appraisal and/or feedback you received?

Please mark one choice in each row.

	yes	No
1-The appraisal and/or feedback contained a judgment about the quality of my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
2-The appraisal and/or feedback contained suggestions for improving certain aspects of my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

7-Regarding the appraisal and/or feedback you received at this school, to what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly agree
1-I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2-I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

8-Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?

Please mark one choice in each row.

	A large decrease	A small decrease	No change	A small increase	A large increase
1-Changes in your job satisfaction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2-Changes in your job security.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

9-In your opinion, what are the main positive aspects in terms of the appraisal you received at your school?

10-In your opinion, what are the main negative aspects in terms of the appraisal you received at your school?

11-I would like to ask you about appraisal and/or feedback to teachers in this school more generally. To what extent do you agree or disagree with the following statements?

Please mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly agree
1-In my opinion, in this school the principal takes steps to alter the monetary rewards of a persistently underperforming teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2-In my opinion, in this school the sustained poor performance of a teacher would be tolerated by the rest of the staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3-In this school, teacher will be dismissed because of sustained poor performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4-In my opinion, in this school the principal uses effective methods to determine whether teachers are performing well or badly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5-In my opinion, in this school a development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6-In my opinion, the most effective teachers in this school receive the greatest monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
7-If I improve the quality of my teaching at this school, I will receive increased monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
8-If I am more innovative in my teaching at this school I will receive increased monetary or non-monetary rewards.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
9-In my opinion, in this school the review of teachers' work is largely done to fulfill administrative requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
10-In my opinion, in this school, the review of teachers' work has little impact upon the way teachers teach in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

This is the end of the questionnaire.

Thank you very much for your cooperation.

Appendix C: Authorisation to use and translate the OECD (2009c) questionnaire

PACRights@oecd.org

Mon 11/06/2012 10:48 AM

To: Nadia Aljenahi <n.b.e.a.aljenahi@newcastle.ac.uk>;

Cc: PACRights@oecd.org <PACRights@oecd.org>;

Dear Ms. Aljenahi,

Thank you for your message. We are pleased to confirm that you are authorized to use and translate into Arabic pages 9 to 13 from " OECD Teaching and Learning International Survey, Teacher Questionnaire <http://www.oecd.org/dataoecd/7/32/43081350.pdf>" and to reproduce the Arabic translation in your PhD thesis for non-commercial purposes. Please cite the material you wish to use as follows:

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Please do not hesitate to contact us should you have any further queries.

Best regards,

 **Dounia BOUTAMDJA (Ms.)**
Marketing Unit
Public Affairs and Communications Directorate
dounia.boutamdja@oecd.org
rights@oecd.org || www.oecd.org

Appendix D: Questionnaire pilot study

Dear Colleague,

I hope that you will be able to give your opinion on the questionnaire provided. It is part of a global education and teaching questionnaire that has been applied in 23 member countries of the Organization for Economic Cooperation and Development (OECD). In order to carry out the study on primary school teachers in Kuwait, the questionnaire was translated from English into Arabic. In particular, your views on the section related to the process of TE at the school level, and the contribution of such a process to the PD of teachers, would be most welcome. To ascertain more information, further open-ended questions have been added to the copy in Arabic.

In terms of the translation process, I would be grateful for your responses to the questions below:

1. How appropriate is the translation from English into Arabic in the questionnaire?

Could you provide any reasons for your judgement?

Response

The translation is adequate and the resulting copy in the target language is clear and understandable. However, in the cover sheet, it is preferable to use the word “عملية” rather than “نظام”, because the term “عملية” (process) is closer to the intended meaning, but the term used is closer in meaning and context to “نظام” (system). It is also recommended to use the word “اكتشاف” to translate “exploring”, instead of the word “تعرف”, as the word used is closer to ‘identifying’ than ‘exploring’.

2. In the written version in Arabic, the literal translation of the first question (Page 3) has been modified in terms of the names ascribed to the evaluators (principal, deputy principal, head of department and supervisor). Has this contributed to clarifying the question for teachers in Kuwait?

Response

Yes, it certainly has. This is because these names are quite popular and appropriately recognised amongst teachers in the educational circles in Kuwait.

3. As far as you are concerned, are there any differences in terms of the meaning between the English and Arabic copies? If so, what are these differences?

Response

There is no difference because both versions seem to convey the same meaning for the reader.

4. What do you think of the translation in general? Do you have suggestions to improve the current translation?

The current translation is very good, so I feel there is no need for any additional suggestions.

Second: The following questions relate to the copy of the questionnaire written in Arabic:

- 1- What do you think of the cover sheet of the questionnaire? Is it clear and understandable?

Response

Yes, in general, the cover sheet is clear and understandable, with the exception of two words that were referred to in the first question regarding the translation, in order to make it reflect the source text (English).

- 2- Do you think that the terms, phrases and questions, as well as the various answer options used in the questionnaire are clear and understandable? If there were any questions that were not clear, could you add your own suggestions and modify as and where required for those questions that you think may be ambiguous?

Response

I am satisfied in affirming that all the questions are clear and reasonable. I have no suggestions because in my opinion, there is no ambiguity in the questions used.

- 3- Do you think that the questions are appropriate for the subject in terms of TE in primary schools in Kuwait and the extent of its contribution to the PD of teachers? If it is not appropriate, please add your suggestions.

Response

I think they are very appropriate and, therefore, have no further to add.

- 4- Is the questionnaire appropriate for the anticipated time to complete (30 minutes)? If not, what would you suggest?

Response

I think that the time given is not necessarily adequate, especially when the respondent has to also answer open-ended questions. Ideally, this should be increased from 30 to 45 minutes.

- 5- Are the open-ended questions that have been added to the Arabic language version appropriate for the subject?

Response

Yes - the open-ended questions seem to be appropriate and understandable. In addition, they give the opportunity for teachers to add what they deem appropriate.

- 6- If you have any other suggestions to modify the questionnaire please add them as and where you feel appropriate.

Response

There are no modifications needed because the current questions are clear and cover the relevant (and necessary) aspects of the TE process in Kuwait.

Please accept my sincere thanks and deep appreciation for your cooperation.

Mrs Nadia Aljenahi

استبانة المعلم

المحترم

عزيزي المعلم/

تحية طيبة وبعد

هذه الاستبانة هي جزء من دراسة الدكتوراه التي أقوم بها في جامعة نيوكاسل في بريطانيا، والتي تهدف إلى عقد مقارنه بين نظام تقييم المعلم في كل من الكويت وإنجلترا ومساهمته في مجال التنمية المهنية للمعلم . وتسعى هذه الدراسة إلى اكتشاف الاختلافات في نظام تقييم المعلم المطبق في المدارس الابتدائية في الكويت وإنجلترا. والنتائج سوف تشكل جزءا من دراسة للتعرف على نظام التقييم الفعال وذلك للمساهمة في تطوير نظام تقييم المعلم في الكويت.

إن تطبيق هذه الاستبانة سيكون لها الأثر الفعال في استكمال هذه الدراسة، وهذه الاستبانة هي جزء من دراسة عالمية للتعليم والتدريس والتي طبقت في 23 دولة من دول (OECD) المنظمة الدولية للتعاون الاقتصادي والتنمية.

إن الاستجابة لهذه الاستبانة تستغرق تقريبا 30 دقيقة والارشادات متوفرة بالخط المائل عند كل سؤال وأغلب الاستجابات تتطلب اختيار الإجابة المناسبة من بين الاختيارات، بالإضافة إلى ثلاث أسئلة مفتوحة حيث يمكنك إضافة ملاحظتك.

المشاركة في هذه الاستبانة تطوعية والنتائج سوف تنشر على هيئة دراسة رسمية، وسيتم التعامل مع جميع المعلومات بسرية تامة ولأغراض البحث العلمي ولا يتطلب منك كتابة اسمك أو اسم مدرستك في الاستبانة.

وإنني على استعداد للإجابة على استفساراتكم حول الاستبانة أو البحث عبر الإيميل المدون لكم.

مع خالص الشكر والتقدير لتعاونكم،،،،

الباحثة
نادية الجناحي

Email:
N.B.E.A.Alienahi@newcastle.ac.uk



أولاً: المعلومات الشخصية
الرجاء وضع علامة (X) في المربع المقابل لاختيارك

1. الجنس
ذكر ☐ أنثى ☐
2. الجنسية:
كويتي ☐ غير كويتي ☐
3. العمر:
أقل من 25 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+ ☐

4. المؤهل العلمي:

دكتوراه	ماجستير	بكالوريوس	
		تربوي	غير تربوي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. التخصص:
.....

6. عدد سنوات الخبرة في مهنة التعليم:

- هذه السنة الأولى لي كمعلم
- 2-1 سنة ☐ 3-5 سنة ☐ 6-10 سنة ☐ 11-15 سنة ☐ 16-20 سنة ☐ أكثر من عشرين سنة ☐

7. عدد سنوات الخبرة كمعلم في المدرسة الحالية:

- هذه السنة الأولى لي كمعلم
- 2-1 سنة ☐ 3-5 سنة ☐ 6-10 سنة ☐ 11-15 سنة ☐ 16-20 سنة ☐ أكثر من عشرين سنة ☐

8. في الأسبوع المدرسي الاعتيادي، كم ساعة تقريبا تقضيها في الأعمال التالية في مدرستك الحالية ؟
الرجاء تقريب الأرقام إلى أقرب عدد صحيح

- أ- تدريس الطلبة في المدرسة (سواء للفصل بأكمله أو على هيئة مجموعات أو بشكل فردي)
- ب- التخطيط والإعداد للدروس في المدرسة أو خارج المدرسة وأيضا تصحيح أعمال الطلبة
- ج- الأعمال الإدارية سواء في المدرسة أو خارج المدرسة (تتضمن الأعمال الإدارية وأعمال السكرتارية المكلف بها كمعلم في المدرسة)
- ث- أعمال أخرى (الرجاء تحديدها)

التقييم والملاحظات المتعلقة بالمعلم

نود أن نسألك عن التقييم (كما هو معرف أدناه) والذي يتعلق بوظيفتك كمعلم والملاحظات (وهي معرفة كذلك أدناه) التي تتلقاها عن عملك في هذه المدرسة.

في هذه الدراسة، تم تعريف تقييم المعلم على أنه مراجعة لأداء المعلم من قبل مدير المدرسة، أو متفقد خارجي، أو أحد الزملاء في العمل. ويمكن إجراء هذا التقييم عبر طرق عدة منها ما يتم بصيغة أكثر رسمية وموضوعية (بأن يكون مثلاً جزءاً من الأداء الرسمي لنظام إدارة، الذي ينطوي على جملة من الإجراءات والمعايير) ومنها ما يتم بصيغة غير رسمية أو موضوعية (على سبيل المثال من خلال مناقشات غير رسمية مع المعلم).

وفي هذه الدراسة، تم كذلك تعريف الملاحظات على أنها استعراض لنتائج المراجعة الخاصة بأداء المعلم وإطلاعه على فحواها (سواء كانت المراجعة رسمية أو غير رسمية)، وغالباً بهدف الإشارة إلى أدائه الجيد أو لتحديد مجالات يتعين عليه تنميتها. هذا أيضاً، يمكن تقديم الملاحظات رسمياً (على سبيل المثال من خلال تقرير كتابي) أو بصفة غير رسمية (مثلاً من خلال المناقشات مع المعلم).

1- من بين هؤلاء، كم من مرة كنت قد تلقيت تقييماً أو ملاحظات (أو الإثنين معاً) على عملك في المدرسة؟

*يرجى وضع علامة (X) في المربع المقابل لاختيارك.

	أبداً	مرة كل ثلاث سنوات	مرة كل سنة	مرتين كل سنة	ثلاث مرات كل سنة	أكثر من مرة في الشهر
أ- المدير	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
ب- المدير المساعد	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
ت- رئيس القسم	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
ث- معلمون آخرون	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
ج- شخص أو جهة من الخارج (مثلاً موجه)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

إذا كنت إجابتك بـ "أبداً" لجميع ما ذكر أعلاه في (أ، ب، ت، ث، ج) فيرجى الانتقال إلى السؤال 8.

2- حسب رأيك، ما مدى أهمية الجوانب التالية عندما تلقيت هذا التقييم (و/ أو) الملاحظات؟

الرجاء وضع علامة (x) في المربع المقابل لاختيارك.

أخدت بعين الاعتبار ولكن بنسبة عالية من الأهمية	أخدت بعين الاعتبار ولكن بنسبة متوسطة من الأهمية	أخدت بعين الاعتبار ولكن بنسبة قليلة من الأهمية	لم تؤخذ أبدا بعين الاعتبار	لا أعرف إن كانت قد أخذت بعين الاعتبار	
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	أ- درجات اختبار الطلاب.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ب-معدلات نجاح ورسوب الطلبة.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ت-مخرجات تعليمية أخرى لدى الطلبة.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ث-ملاحظات الطلبة على طريقة تدريسي.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ج- ملاحظات أولياء الأمور.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ح- تفاعلي في العمل مع المدير والزملاء.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	خ- التقييم المباشر لعمل في الفصل.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	د- الممارسات التعليمية المبتكرة.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ذ- العلاقات مع الطلبة.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ر- التنمية المهنية.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ز- إدارة الفصل.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	س- مدى معرفتي والمامي بمادة أو مواد اختصاصي في التدريس.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ش- مدى معرفتي واستيعابي للممارسات التعليمية (وسائط المعرفة) في تدريس مادة أو مواد اختصاصي في التدريس.
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ص- تدريس الطلبة من ذوي الاحتياجات الخاصة
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ض- انضباط وسلوك الطلبة
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ط- التدريس في بيئة متعددة الثقافات .
<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	ظ- أنشطة خارج إطار الفصل مع الطلبة (مثلا مسرحيات وعروض مدرسية وأنشطة رياضية)...

حسب رأيك هل هناك أمور أخرى يركز عليها التقييم أو الملاحظات التي تلقيتها في هذه المدرسة؟ وإلى أي درجة؟

.....

.....

3- فيما يتعلق بالتقييم (و/أو) الملاحظات التي كنت قد تلقيتها في هذه المدرسة، إلى أي حد يمكن القول أنها أدت مباشرة إلى أي من الأمور التالية؟
الرجاء وضع علامة (x) في المربع المقابل لاختيارك.

لا تغيير	تغيير بسيط	تغيير متوسط	تغيير كبير	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	أ- تغيير في الراتب الشهري.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ب- مكافأة مالية أو نوع آخر من المكافآت النقدية.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ت- فرص الالتحاق بأنشطة تطوير مهني.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ث- تغير في إمكانية الارتقاء الوظيفي.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ج- تمييز أداؤك في العمل من قبل المدير (و/أو) زملائك.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ح- تغيرات في مسؤوليات العمل تجعل من الوظيفة أكثر جاذبية.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	خ- دور في المبادرات التنموية في المدرسة (على سبيل المثال: المشاركة في تطوير المناهج أو تنمية أهداف المدرسة).

4- بشأن تقييم و/أو ملاحظات كنت قد تلقيتها في هذه المدرسة، إلى أي حد يمكن القول أنها أدت مباشرة إلى أو احتوت على تغييرات في أي من التالي؟
الرجاء وضع علامة (x) في المربع المقابل لاختيارك.

لا تغيير	تغيير بسيط	تغيير متوسط	تغيير كبير	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	أ- إدارتك لأنشطة الفصل.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ب- معرفتك وإمأك بالمادة العلمية في مجال التخصص.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ت- مدى معرفتك واستيعابك للممارسات التعليمية (وسائط المعرفة) في مجال اختصاصك الأولي في التدريس.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ث- تطوير طريقتك في التدريس أو وضع خطة لتنمية مهاراتك.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ج- تدريسيك للطلبة من ذوي الاحتياجات الخاصة.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ح- مدى قدرتك على التحكم في الطلبة الذين يعانون من مشاكل سلوكية وقلة الانضباط.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	خ- تدريسيك للطلبة في بيئة متعددة الثقافات.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	د- مدى تركيزك على تحسين درجات الطلاب في الاختبارات في تدريسيك.

5- كيف تصف التقييم و/ أو الملاحظات التي تلقيتها في مدرستك الحالية ؟
الرجاء وضع علامة (x) في المربع المقابل لاختيارك.

لا	نعم	
<input type="checkbox"/> 2	<input type="checkbox"/> 1	أ- جاء التقييم و/أو الملاحظات في شكل حكم على نوعية عملي...
<input type="checkbox"/> 2	<input type="checkbox"/> 1	ب- قدم التقييم و/أو الملاحظات اقتراحات لتحسين جوانب تتعلق بعملتي كمعلم

6- بشأن التقييم و/أو الملاحظات التي تلقيتها في هذه المدرسة، إلى أي مدى أنت موافق أو غير موافق على العبارات التالية؟
الرجاء وضع علامة (x) في المربع المقابل لاختيارك.

لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	أ- أعتقد أن تقييم عملي أو الملاحظات التي تلقيتها تعتبر تقييماً عادلاً لوظيفتي كمعلم في هذه المدرسة.
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ب- أعتقد أن تقييم عملي أو الملاحظات التي تلقيتها كانت مفيدة في تطوير وظيفتي كمعلم في هذه المدرسة.

7- فيما يتعلق بالتقييم و/أو الملاحظات التي تلقيتها في هذه المدرسة، إلى أي مدى يمكن القول أنها أدت مباشرة إلى التالي؟
الرجاء وضع علامة (x) في المربع المقابل لاختيارك

انخفاض كبير	انخفاض بسيط	لم يطرأ أي تغيير	ارتفاع بسيط	ارتفاع كبير	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	أ- التغيرات على مستوى الرضا الوظيفي لديك...
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	ب- التغيرات على مستوى الأمن الوظيفي لديك...

من خلال التقييم أو الملاحظات التي تلقيتها في المدرسة ما هي أبرز الإيجابيات لعملية تقييمك في المدرسة؟

.....

من خلال التقييم أو الملاحظات التي تلقيتها في المدرسة ما هي أبرز السلبيات لعملية تقييمك في المدرسة؟

.....

8- نود أن نسألك عن التقييم و/أو الملاحظات الخاصة بالمعلمين في هذه المدرسة بشكل عام. إلى أي مدى أنت موافق أو غير موافق مع المقولات التالية؟

الرجاء وضع علامة (x) في المربع المقابل لاختيارك

أوافق بشدة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
أ- حسب رأيي، في هذه المدرسة يأخذ المدير الخطوات اللازمة لتغيير نظام المكافآت النقدية للمعلمين ذوي الأداء الضعيف والمستمر.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ب- حسب رأيي، في هذه المدرسة يتم التساهل مع المعلمين من ذوي الأداء الضعيف والمستدام من قبل بقية الموظفين.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ت- في هذه المدرسة، يتم فصل المدرسين بسبب استمرار أدائهم السيئ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ث- حسب رأيي، يستخدم مدير هذه المدرسة طرق فعالة لتحديد ما إذا كان أداء المعلمين جيدا أو سيئا.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ج- حسب رأيي، في هذه المدرسة يتم وضع خطة لتنمية قدرات المعلمين وتأهيلهم لتحسين عملهم كمدرسين أكفاء.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ح- حسب رأيي، المعلمين الأكثر فعالية في هذا المدرسة يحصلون على أكبر المكافآت المالية أو غير المالية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
خ- إن ساهمت في تحسين نوعية التعليم الذي أقدمه في هذه المدرسة، سوف ألقى مكافآت مالية أو غير مالية مرتفعة...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
د- إن كنت الأكثر ابتكارا في أسلوب تدريسي في هذه المدرسة، سوف ألقى مكافآت نقدية أو غير النقدية مرتفعة...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ذ- حسب رأيي، في هذه المدرسة، تتم مراجعة عمل المدرسين إلى حد كبير استجابة للمتطلبات الإدارية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ر- حسب رأيي، في هذه المدرسة، مراجعة عمل المعلمين له تأثير بسيط على أسلوب التدريس المتبع من قبل المعلمين في الفصول الدراسية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

انتهت اسئلة الاستبانة

مع جزيل الشكر والتقدير لتعاونكم

Teacher Interview

Dear Colleague,

I am currently studying for a PhD at The University of Newcastle, England. As part of my research I am collecting data for my dissertation which aims to examine teacher evaluation processes in Kuwait, in terms of their impact on teacher professional development. A further purpose of this study is to explore teachers' perceptions of how teacher evaluation is implemented in Kuwaiti primary schools. Ultimately, the results will form part of a greater body of research exploring the most effective methods of teacher evaluation currently in use, and will contribute to the development of teacher evaluation systems in the country.

As part of this process, it is essential that I undertake interviews with teachers willing to share their views and experiences. I hope that you might consider being one of those interviewed. The interview questions are derived from the Teaching and Learning International Survey (TALIS) which was implemented in 23 member countries of the OECD (Organisation for Economic Co-Operation and Development).

The interview should take approximately 45 minutes and if you agree to participate, it would be greatly appreciated if you permit the recording of the interview. Most questions are open so that you are not restricted as to the responses you wish to give. Some questions can be answered simply by marking the most appropriate answer from a selection of pre-determined answers.

Participation is, of course, entirely voluntary and should you become a member of the sample group you may withdraw from the process at any time you wish. The results and conclusions will be published in the form of an official dissertation report. However, all information provided will be treated confidentially and your name will never, under any circumstances, be published. Your participation would be valued greatly and very much appreciated.

If you require any further information about specific aspects of the interview, or the research as whole, please feel free to contact me. Thank you very much for your cooperation.

Yours Sincerely,
Nadia Aljenahi
University of Newcastle upon Tyne
Email: N.B.E.A.ALjenahi@newcastle.ac.uk
Tel:

Background Information

What is your gender?

Female Male

☐₁ ☐₂

How old are you?

Under 30 30-39 40-49 50+

☐₁ ☐₂ ☐₃ ☐₄

What is the highest level of formal education that you have completed?

☐₁ Bachelor degree

☐₂ Master's degree

☐₃ Doctorate degree

How long have you been working as a teacher?

This is
my
first
year 1-2 years 3-5 years 6-10 years 11-15 years 16-20 years More than
20 years

☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆ ☐₇

How long have you been working as a teacher at your current school?

This is
my
first
year 1-2 years 3-5 years 6-10 years 11-15 years 16-20 years More than
20 years

☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆ ☐₇

In a typical school week, estimate the number of hours you spend teaching in a classroom.

.....

Teacher Appraisal and Feedback

I would like to ask you about the appraisal (defined below) of your work as a teacher and the feedback (defined below) you receive about your work in this school.

In this questionnaire, **Appraisal** is defined as when a teachers' work is reviewed by the principal, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to a more informal, subjective approach (e.g. through informal discussions with the teacher).

In this questionnaire, **Feedback** is defined as the reporting of the results of a review of your work (however formal or informal that review has been) back to you, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

From the following people, how often have you received appraisal and/or feedback about your work as a teacher?

	Never	Once every three years	Once per year	Twice per year	3 or more times Per year	Monthly	More than once per month
Principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
Deputy Principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
Head of Department	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
Other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
Supervisor	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

The following are open questions where you have the opportunity to have your voice heard

1-Describe the feedback you have received at the post observation conference from each evaluator (head teacher/supervisor/principal), and determine whether it has contributed to your professional development.

2-In your opinion, what are the advantages and disadvantages of having three official evaluators in the evaluation process you have been through?

Think about the day of the latest supervisor visit to your class. The following questions are concerned with this event

- 1- How effective was your preparation for the class on which your supervisor conducted the observation?
- 2- Did you receive any feedback from your supervisor after the classroom observation?
If yes, what support did the feedback include for your professional development?
- 3- Were you satisfied with the feedback received from your supervisor at the post observation conference?
If so, what are the factors that you consider contributed to your positive experience? If not, what are the factors that hindered your satisfaction?
- 4- To what extent were you prepared to use the feedback received from your supervisor at the post observation conference?
- 5- What are your intentions to respond to the feedback received from your supervisor at the post observation conference?
- 6- What suggestions might you have for your supervisor regarding formative feedback you would like to receive that might have a direct impact on your professional development?

The following questions are concerned with the process of teacher evaluation which you have been through

- 1- What are the impacts of the process of teacher evaluation on your performance?
- 2- Have you received rewards? If so, what are they?
If no, could you explain why you have not received any rewards?
- 3- What rewards do you value or desire for your acceptable performance?

Regarding the appraisal and/or feedback you have received at your current school, to what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
1- The appraisal and/or feedback contained a <u>judgment</u> about the quality of my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please explain your response in detail				
2- The appraisal and/or feedback contained <u>suggestions for improving</u> certain aspects of my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please explain your response in detail				
3- I think the appraisal of my work and/or feedback received was a <u>fair</u> assessment of my work as a teacher in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please explain your response in detail				
4- I think the appraisal of my work and/or feedback received was <u>helpful</u> in the development of my work as a teacher in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please explain your response in detail				

Concerning the appraisal and/or feedback you have received at your current school, to what extent have they directly led to any of the following?

	A large decrease	A small decrease	No change	A small increase	A large increase
1-Changes in your job satisfaction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Please explain your response in detail					
2-Changes in your job security.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Please explain your response in detail					

The following are open questions about teacher evaluation in primary school

What do you feel are the positive aspects of the teachers' evaluation process at your school?

What are the negative aspects of the teachers' evaluation you have received at your school?

In your opinion, what is effective teaching?

How do you think teachers should be evaluated?

Are there any further comments you wish to add about the process of teacher evaluation?

This is the end of the interview.

Thank you very much for your cooperation.

Supervisor Interview

Dear Supervisor,

I am currently a PhD student at The University of Newcastle, England. I am collecting data for a dissertation which aims to examine the teacher evaluation process in Kuwait, in terms of their impact on teacher professional development. A further purpose of this study is to explore teachers' perceptions of how teacher evaluation is implemented in primary schools in Kuwait. Ultimately, the results will form part of a greater body of research exploring the most effective methods of teacher evaluation currently in use, and will contribute to development of teacher evaluation processes in the country.

As part of this process, it is essential that I undertake interviews with supervisors willing to share their views and experience. I hope that you might consider being one of those interviewed. The interview questions are derived from the Teaching and Learning International Survey (TALIS) which was implemented in 23 countries of the OECD countries (Organisation for Economic Co-Operation and Development).

This interview should take approximately 45 minutes and if you agree to participate, it would be appreciated if you permit the recording of your interview. Most questions are open so that you are not restricted as to the responses you wish to give. Some questions can be answered simply by marking the most appropriate answer from a selection of pre-determined answers.

Participation is, of course, entirely voluntary and should you become a member of the sample group you may withdraw from the process at any time you wish. The results and conclusions will be published in the form of an official dissertation report. However, all information provided will be treated confidentially and your name will never, under any circumstances, be published. Your participation would be valued greatly and very much appreciated.

If you require any further information about specific aspects of the interview, or the research as whole, please feel free to contact me. Thank you very much for your cooperation.

Yours Sincerely,
Nadia Aljenahi

University of Newcastle upon Tyne
Email: n.b.e.a.ALjenahi@newcastle.ac.uk
Tel:

Background Information

What is your gender?

Female

Male

☐₁

☐₂

How old are you?

Under 30

30-39

40-49

50+

☐₁

☐₂

☐₃

☐₄

What is the highest level of formal education that you have completed?

☐₁

Bachelor degree

☐₂

Master's degree

☐₃

Doctorate degree

How long have you been working as a supervisor?

This is my first
year

1-2
years

3-5 years

6-10 years

11-15 years

16-20 years

More than
20 years

☐₁

☐₂

☐₃

☐₄

☐₅

☐₆

☐₇

How long have you been working as a supervisor for this school?

This is my first
year

1-2
years

3-5 years

6-10 years

11-15 years

16-20 years

More than
20 years

☐₁

☐₂

☐₃

☐₄

☐₅

☐₆

☐₇

How many teachers are you required to supervise during an academic year?

Approximately, how many times have you provided appraisal and/or feedback for each teacher you have had to supervise in primary schools?

How often do you conduct classroom observations for each teacher?

What are the factors that determine the number of observations?

Teacher Appraisal and Feedback

I would like to ask you about the appraisal (defined below) and the feedback (defined below) which teachers receive at their schools.

In this interview, Appraisal is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to a more informal, more subjective approach (e.g. through informal discussions with the teacher).

In this interview, Feedback is defined as the reporting of the results of a review of teachers' work (however formal or informal that review has been) back to the teacher, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

The following questions are related to the feedback which you provide for teachers at the post observation conference after conducting classroom observation:

- 1- What are your priorities when conducting classroom observation?
- 2- Do you provide teachers with feedback after the classroom observation?
If yes, what support does the feedback include for teachers' professional development?
- 3- Have teachers' been satisfied with the feedback they received from you at the post observation conference? If so, what were the factors that they considered contributed to their positive experience? If not, what are the factors that hindered teachers' satisfaction and made them object to your feedback?
- 4- To what extent have teachers introduced changes into their practice according to the feedback they received from you? (Please explain your answers)
- 5- What suggestions might you have for other supervisors with regard to providing formative feedback to teachers that might have a direct impact on teachers' future professional development?

Regarding the appraisal and/or feedback you provide to teachers at this school, to what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
1-The appraisal and/or feedback contained a <u>judgment</u> about the quality of teacher work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please explain your response in detail				
2-The appraisal and/or feedback contained <u>suggestions</u> for improving certain aspects of teacher work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please explain your response in detail				
3-I think the appraisal of teacher work and/or feedback provided was a <u>fair</u> assessment of teacher work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please explain your response in detail				
4-I think the appraisal of teacher work and/or feedback received was <u>helpful</u> in the development of teachers' work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please explain your response in detail				

Concerning the appraisal and/or feedback you have provided at this school, to what extent have they directly led to any of the following?

	A large decrease	A small decrease	No change	A small increase	A large increase
1-Changes in teacher job satisfaction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Please explain your response in detail					
2-Changes in teacher job security.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Please explain your response in detail					

The following are open questions about teacher evaluation in primary school.

- 1- What are the positive aspects of the teacher evaluation process within primary schools?
- 2- What are the negative aspects of the teachers' evaluation within primary schools?
- 3- In your opinion, what are the advantages and disadvantages of having three official evaluators involved in the teacher evaluation process?
- 4- What impact does the process of teacher evaluation have on teachers' performance?
- 5- Have teachers received rewards? If so, what are they?
If no, could you explain why they have not received any rewards?

- 6- In your opinion, what rewards do teachers value or desire for their acceptable performance?
- 7- What are the most significant supervisor roles in terms of teacher evaluation?
- 8- In your opinion, do you think that supervisors should be exempt from the process of teacher evaluation? (Please explain your answer)
- 9- In your opinion, what is effective teaching?
- 10- How do you think teachers should be evaluated?
- 11- Are there any further comments you wish to add about the process of teacher evaluation?

This is the end of the interview.

Thank you very much for your cooperation.

Appendix G: Interview pilot study

The pilot study interviews conducted with primary school teachers in Kuwait

The Sample Characteristics

Thirty copies of the sample interview were distributed among teachers in three schools located in three areas. Each school was provided with ten copies of the questionnaire. Eighteen valid questionnaires were returned. Each copy was accompanied by an explanatory note, specifying expectations. The primary request was that the participant should read the questions and determine their relevance to the topic. No comments were made on the interview questions. Ten teachers responded to the majority of questions, while six teachers answered only some of the questions. One teacher replied to the question related to the number of comments received from the evaluators. Answers from all the respondents were clear and linked to the research topic, indicating a clear understanding of the questions.

Fifteen Kuwaiti and three non-Kuwaiti teachers took part in the pilot study, all holding a bachelor's degree. Table 1 shows the distribution of the sample, according to age categories, total years of experience and years of experience at their current school.

How old are you?		How long have you been working as a teacher?		How long have you been working as a teacher at this school?	
Age Intervals	Frequency	Experience intervals	Frequency	Experience intervals at this school	Frequency
Under 25	2	0-5	3	0-2	6
25-29	1	6-10	7	3-5	3
30-39	14	11+	8	6-10	9
40+	1	total	18	Total	18

Table 1: Number of respondents and their years of experiences and ages

In a typical school week, estimate the number of hours you spend on the following for this school:		Teaching of students in school	Planning or preparation of lessons	Administrative duties either in school or out of school	Other
N	Valid	15	14	11	6

	Missing	3	4	7	12
Mode		3	2	1	5
Minimum		2	1	0	0
Maximum		60	30	15	5
Percentiles	100	60	30	15	5

Table 2: Estimated number of hours which teachers spend on their schools tasks

There was a considerable variation in the responses to this question indicating that modifications would be required before using it in the actual study. An amendment asked about the number of classes taught.

Analysis

The question and responses on the number of times a teacher receives evaluation from the school principal or assistant, head of department, supervisor and colleagues fitted well with the process of TE in Kuwait (see Table 3). The head of department provides the teacher with most feedback. Peer evaluation is neglected, based on the views expressed in the sample. The supervisor and the principal provide their feedback by virtue of their direct responsibility for TE, and, finally, the deputy principal is not formally responsible for TE.

How often have you received appraisal and/or feedback about your work as a teacher in this school from the following:		Principal	Deputy principal	Head of department teacher	Other teachers	Supervisor
N	Valid	17	16	17	17	18
	Missing	1	2	1	1	0
Mode		Twice per year	Never	Monthly	Never	Twice per year

Table 3: Teachers' responses to the frequency of TE feedback

The responses were consistent with the results of the questionnaire. The most common answers were that TE feedback contained judgements on teachers' practices, and provided suggestions for improving. The participants agreed that TE contributed to job satisfaction and security, even if limited. The question also asked for an explanation for the answers, but only three teachers did so. The focus was on bias in the evaluation process and involved a judgement on the quality of work based on limited classroom observations.

	The appraisal or feedback contained a judgement about the quality of my work.	The appraisal or feedback contained suggestions for improving certain aspects of my work.	I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school	I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school	Changes in your job satisfaction	Changes in your job security
Valid	15	15	15	15	14	14
Missing	3	3	3	3	4	4
Mode	Agree	Agree	Agree	Agree	A small increase	A small increase

Table 4: Teachers' responses on the focuses, fairness and helpfulness of TE

In terms of providing suggestions for teachers, one teacher complained of increasing class size and criticism of teacher performance in the classroom. Another teacher criticised TE for being a burden and not enhancing teacher performance. In terms of consistency, another teacher stressed the need for fairness. One teacher stated that teachers satisfied with the system believed that the evaluation process reflected their performance and, consequently, were more likely to accept both positive and negative feedback. Table 5 summarises participants' responses to the two questions.

- 1- What are the positive aspects of the teachers' evaluation process at your school?
- 2- What are the negative aspects of the teachers' evaluation you received at your school?

Positives	Negatives
Developing teacher performance (8 teachers)	Teacher frustration (4 teachers)
Increased student achievement (3 teachers)	Injustice felt by teachers (one teacher)
Recognition of teachers performance and efforts (2 teachers)	Lack of consideration for teachers' psychological condition (2 teachers)
	Entrusting teachers with tasks that do not fall within their responsibilities or with which they are not familiar (one teacher)
	Confidentiality of the final reports

Table 5: Responses to the positive and negative aspects of TE in schools

Table 6 illustrates teachers' perceptions:

How do you think teachers should be evaluated?	In your opinion, what is effective teaching?
Evaluation should be undertaken by the head of department, and take into account the student academic level in the classroom.	Teaching is a form of creativity for teachers in the classroom and does not follow a certain procedure. Teachers are free in terms on providing the educational material they deem most appropriate.
Evaluation should be on the teacher performance and her ability to deliver correct information to students, as well as ensuring the best interaction and communication possible.	It refers to the teaching provided during each session, in keeping with a certain time schedule, as well as being flexible and well mentally prepared beforehand.
The correct evaluation of teachers on their daily performance within the classroom environment, regardless of the extracurricular activities, including seminars, workshops, or lesson plans.	It relates to the correct and easy approach when delivering information to pupils
It refers to evaluation within the classroom setting.	Teacher-focused approach to raise her standards.
Classroom observation and monitoring teachers' commitment to their jobs.	It simply refers to teaching using modern tools.
Head of department should be directly responsible for the evaluation process.	Use of teaching and supporting aids and services to correctly communicate terms and concepts to students.
Evaluation of teachers should be performed all year round.	Regularity in teaching and appropriate delivery of contents/concepts.
The head of department should assume full responsibility in terms of the evaluation process.	Teaching here refers to the act of successfully improving students' skills.
Examining the student performance levels.	Pupils should be very active, and teacher should encourage pupils in social interactions and activities.

Table 6: Teachers' responses to definitions of effective teaching and effective TE

Describe the feedback you received at the post observation conference from each evaluator (head of department/supervisor/principal), and determine whether it has contributed to your PD.

Responses were all brief but provided indications that TE feedback was generally felt to be important, positive and useful, stressing the focus on the student and any follow-up action to meet standards. However, one respondent reported that her head of department focused on observing teaching practices and related aspects such as students' interaction in the classroom, while the supervisor focused on educational tools and the participation of all pupils and the

school principal evaluated whether the teacher followed administrative instructions. Table 7 gives teachers' responses to the question: In your opinion, what are the advantages and disadvantages of having three official evaluators in the evaluation process you have been through?

Positives	Negatives
All evaluators participate in the evaluation process, which does not rely on one party.	The final report is not disclosed (no access for teachers to their own reports). The evaluator's feedback is sometimes negative and does not take into account the psyche of the teacher and her health conditions.
All evaluators agree on the feedback that best serves the academic subject.	When evaluators provided a teacher with varied feedback.
Each evaluator is responsible for one specific aspect of the teachers' performance.	There could be some injustice inflicted on the teacher as a result of dividing roles in a matter of minutes.
The heads of departments should undertake the largest share of evaluation, due to their daily interaction with teachers.	
Increased credibility and less injustice inflicted on the teacher.	Huge psychological pressure on teachers due to the number of evaluators in charge of the evaluation process.
It provided teachers with accurate assessment.	
It is recommended to keep the school principal to provide fair evaluation.	The supervisor carried out only one classroom observation, which may not be sufficient as there could be factors impacting on the teacher's performance on that very day.
Three evaluators taking part in the evaluation process, keep teacher always prepared.	The teacher may similarly be under pressure, stressed and nervous about the evaluation.
The direct contact and interaction takes place with the head of department which provide teachers with useful feedback.	Lack of coordination and agreement between the three evaluators.
	High psychological strain on teachers because each person has a different opinion.
	The supervisor does not provide a fair judgement; thus it is advisable to depend only on the head of department and school principal.
It encourages the teacher to pay more attention and show a keen interest in the use modern educational tools.	Some teachers only pay attention to unimportant issues, when they should focus on meeting the learners' needs and raising their standards.

Table 7: Teachers' responses on the advantages and disadvantages of having three official evaluators

Responses to open questions (Part Two):

Think about the day of the latest supervisor visit to your class. The following questions are concerned with this event:

- 1- How effective was your preparation for the class on which your supervisor conducted the observation?

Fifteen teachers answered, with eight teachers reporting that their level of preparation was very high; three participants stated they had a good level of preparation, three others mentioned that their preparation was not different from any other day, and, finally, one respondent reported that she was fully prepared, but nervous.

- 2- Have you received any feedback from your supervisor after the classroom observation? If yes, what support did the feedback include for your PD?

Thirteen teachers answered the question, nine of whom reported that they had received feedback and positive guidance from the supervisor which promoted professional growth and was learner focused. The other four teachers stated that they had not received any feedback from the supervisor. These teachers may have been under the impression that the feedback was limited to the negative aspects, due to the ambiguous use of the word 'notes'. During the interviews, it was explained that "notes" referred to all feedback, be it positive or negative.

- 3- Have you accepted the feedback received from your supervisor at the post observation conference? If so, what are the factors that encouraged you to do so? If not, what are the factors that hindered your satisfaction?

A total of thirteen teachers reported in the affirmative, with ten stating the reasons, such as feedback being correct and in the best interest of work, as well as suggestions being given in a

professional, respectful and objective manner. None of the participants responded with a ‘no’, though five did not answer the question at all.

- 4- What are your intentions to respond to the feedback received from your supervisor at the post observation conference?

Twelve teachers pledged to respond positively to feedback, with ten confirming their intention to capitalise on it in the future. Six participants chose not to answer.

- 5- What suggestions might you have for your supervisor regarding the type of feedback you would like to receive that might have a direct impact on your PD?

Only six out of eighteen participants provided suggestions, centred on the need to focus on teaching practices, which were both objective and fair. Some felt that evaluators needed to pay attention to how they provided feedback, avoiding being too emotional or personal in their criticism.

Responses to Open questions (Part Three):

- 1- What are the impacts of the process of TE on your performance?

The total number of teachers responding was thirteen, nine of whom reported that the process had a beneficial impact on their performance. Seven out of these nine participants stated that it had a positive effect, with the other two mentioning that it “kept them on their toes”. One teacher considered that TE could be a motivator for the teacher to seek self-development, while only two teachers stated that it had a negative impact, both of whom commented on the fact that the final report remained undisclosed. One of them wondered how the teacher would be expected to improve performance and how she could be ordered to develop herself without access to the feedback in the annual report. Two participants stated that the process of evaluation did not have any effect on their performance.

- 2- Have you received rewards due to your performance? If so, what are they? If no, could you explain why you have not received any rewards?

Twelve participants responded to this question, with nine confirming receipt of rewards, four of which were financial, while three participants stated that they had received moral encouragement. Only one teacher reported receiving financial and moral rewards but did not agree with the undisclosed nature of the evaluation process. One teacher mentioned that she

was promoted. However, three participants confirmed that they did not receive any type of rewards, with one of those believing that the evaluation process could have negative impacts.

3- What rewards do you value or desire for your performance?

A total of ten teachers chose to answer this question. Training courses and opportunities for PD activities were mentioned five times; reduction in workload was preferred by three, while on three occasions a reference was made to the importance of recognition, and a public acknowledgement, letters of thanks, or even a word of appreciation, as motivating.

The final question was:

Are there any comments you want to add about the process of TE?

Only four teachers provided feedback, which can be summed up in the following points:

- Accidental absence should not be included in the TE procedure. Focus of the evaluation should be teacher performance in the classroom.
- Teachers should not be overburdened with extracurricular activities, but rather focus on teaching only.
- PD training courses within the school should be available because teachers need to focus more on improving their mental preparation than on attaining extra knowledge in their subject matter or teaching methods. A mentally well-prepared teacher copes far better, and they may also be inspired to be creative in their respective classrooms.
- Courses should be offered to teachers who have not performed well Evaluation should also be offered at the end of the term, and not once a year, so that teachers can take the initiative and develop their performance from the start of the following term.

نموذج مقابلة المعلمة

المحترمة

عزيزتي المعلمة/

تحية طيبة وبعد

هذه المقابلة هي جزء من دراسة الدكتوراه التي أقوم بها في جامعة نيوكاسل في بريطانيا، والتي تهدف إلى دراسة نظام تقييم المعلم في الكويت ومدى مساهمته في مجال التنمية المهنية للمعلم . وتسعى هذه الدراسة إلى التعرف على وجهات نظر المعلمين في نظام تقييم المعلم المطبق في المدارس الابتدائية في الكويت. والنتائج سوف تشكل جزءا من دراسة للتعرف على نظام التقييم الفعال وذلك للمساهمة في تطوير نظام تقييم المعلم في الكويت.

إن تطبيق هذه المقابلة سيكون لها الأثر الفعال في استكمال هذه الدراسة، وجزء من أسئلة المقابلة مستمدة من استبيانه لدراسة عالمية للتعليم والتدريس والتي طبقت في 23 دولة من دول (OECD) المنظمة الدولية للتعاون الاقتصادي والتنمية.

إن المقابلة تستغرق تقريبا 45 دقيقة ، وسأكون ممتنا لو سمحت للباحث بتسجيل المقابلة لخدمة البحث إن أغلب الأسئلة مفتوحة حيث يمكنك إضافة ملاحظاتك وبعض الأسئلة تتطلب اختيار الإجابة المناسبة من بين الاختيارات.

المشاركة في هذه المقابلة تطوعية والنتائج سوف تنشر على هيئة دراسة رسمية، وسيتم التعامل مع جميع المعلومات بسرية تامة ولأغراض البحث العلمي ولا يتطلب منك كتابة اسمك أو اسم مدرستك في الاستبانه.

وإنني على استعداد للإجابة على استفساراتكم حول الاستبانه أو البحث عبر الإيميل المدون لكم.

مع خالص الشكر والتقدير لتعاونكم،،،،

الباحثة
ناديه الجناحي

Email:
N.B.E.A.ALjenahi@newcastle.ac.uk

أولاً: المعلومات الشخصية
الرجاء وضع علامة (X) في المربع المقابل لاختيارك

- 1- الجنسية:
كويتي ☐ غير كويتي ☐
- 2- العمر
أقل من 25 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+ ☐
- 3- المؤهل العلمي
دكتوراه ☐ ماجستير ☐ بكالوريوس ☐ غير تربوي ☐ تربوي ☐
- 4- التخصص
- 5- عدد سنوات الخبرة في مهنة التعليم.
هذه السنة الأولى لي كمعلمة ☐ 1-2 سنة ☐ 3-5 سنة ☐ 6-10 سنة ☐ 11-15 سنة ☐ 16-20 سنة ☐ أكثر من عشرين سنة ☐
- 6- عدد سنوات الخبرة كمعلمة في المدرسة الحالية.
هذه السنة الأولى لي كمعلمة ☐ 1-2 سنة ☐ 3-5 سنة ☐ 6-10 سنة ☐ 11-15 سنة ☐ 16-20 سنة ☐ أكثر من عشرين سنة ☐
- 7- في الأسبوع المدرسي الاعتيادي، كم الساعات الدراسية المكلفة بتدريسها في مدرستك الحالية؟
.....



التقييم والملاحظات المتعلقة بالمعلم

نود أن نسألك عن التقييم (كما هو معرف أدناه) والذي يتعلق بوظيفتك كمعلم والملاحظات (وهي معرفة كذلك أدناه) التي تتلقاها عن عملك في هذه المدرسة.

في هذه الدراسة، تم تعريف تقييم المعلم على أنه مراجعة لأداء المعلم من قبل مدير المدرسة، أو متفقد خارجي، أو أحد الزملاء في العمل. ويمكن إجراء هذا التقييم عبر طرق عدة منها ما يتسم بصيغة أكثر رسمية وموضوعية (بأن يكون مثلاً جزءاً من الأداء الرسمي لنظام إدارة، الذي ينطوي على جملة من الإجراءات والمعايير) ومنها ما يتسم بصيغة غير رسمية أو موضوعية (على سبيل المثال من خلال مناقشات غير رسمية مع المعلم).

وفي هذه الدراسة، تم كذلك تعريف الملاحظات على أنها استعراض لنتائج المراجعة الخاصة بأداء المعلم وإطلاعه على فحواها (سواء كانت المراجعة رسمية أو غير رسمية)، وغالباً بهدف الإشارة إلى أدائه الجيد أو لتحديد مجالات يتعين عليه تمييزها. هذا أيضاً، يمكن تقديم الملاحظات رسمياً (على سبيل المثال من خلال تقرير كتابي) أو بصفة غير رسمية (مثلاً من خلال المناقشات مع المعلم).

1- من بين هؤلاء، كم من مرة كنت قد تلقيت تقييماً أو ملاحظات (أو الإثنين معاً) على عملك في المدرسة؟

*يرجى وضع علامة (X) في المربع المقابل لاختيارك.

	أبداً	مرة كل ثلاث سنوات	مرة كل سنة	مرتين كل سنة	ثلاث مرات كل سنة	شهرياً	أكثر من مرة في الشهر
أ- المدير	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
ب- المدير المساعد	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
ت- رئيس القسم	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
ث- معلمون آخرون	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
ج- شخص أو جهة من الخارج (مثلاً موجه)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

إذا كانت إجابتك بـ "أبداً" لجميع ما ذكر أعلاه في (أ، ب، ت، ث، ج) فيرجى الانتقال إلى السؤال 8.

الأسئلة التالية هي أسئلة مفتوحة حيث يمكنك إضافة ملاحظاتك بالتفصيل

1 - صف الملاحظات التي تلقيتها من كل من المقيمين التاليين:

رئيس القسم
مدير المدرسة
الموجه الفني

بعد زيارتهم لك في الفصل، وحدد مدى مساهمة ملاحظات كل منهم في تنميتك المهنية؟

2- حسب رأيك، ما هي أبرز الإيجابيات والسلبيات في وجود ثلاث مقيمين في نظام تقييمك الحالي؟

الأسئلة التالية تتعلق بآخر زيارة لك من قبل الموجه الفني في فصلك

- 1- كيف كان استعدادك للحصة الدراسية التي نفذ بها الموجه زيارته الفنية لك في الفصل؟
- 2- هل تلقيت ملاحظات من الموجه الفني بعد الزيارة؟ إذا كانت إجابتك نعم ، ما هي المساهمة التي قدمتها ملاحظات الموجه في تنميتك المهنية ؟ الرجاء ذكر أمثلة لإجابتك . (مثلا إدارتك لأنشطة الفصل ، معرفتك وإمكانياتك بالمادة العلمية في مجال التخصص، تدريسيك للطلبة من ذوي الاحتياجات الخاصة)
- 3- هل أنت متقبل للملاحظات التي تلقيتها من الموجه؟ وإذا كانت إجابتك نعم، ما هي العوامل التي ساعدت على تقبل الملاحظات؟ وإذا لم تتقبل الملاحظات، ما هي العوامل التي تثبط من رضاك وتقبلك لملاحظات الموجه الفني؟
- 4- إلى أي مدى أنت مستعد ومرحب لاستخدام الملاحظات التي تلقيتها من الموجه الفني؟
- 5- هل ترغب في استخدام الملاحظات التي تلقيتها من الموجه الفني في دروسك القادمة؟ (مثلا وضع أهداف لتحقيق الممارسات المقترحة)
- 6- ما هي اقتراحاتك للموجه الفني في شأن نوعية الملاحظات التي ترغب في الحصول عليها والتي لها تأثير مباشر على تنميتك المهنية؟

الأسئلة التالية تتعلق بنظام تقييمك الحالي بشكل عام

- 1- ماهو تأثير نظام تقييمك الحالي على أدائك لوظيفتك كمعلم وتنميتك المهنية ؟
- 2- هل تلقيت مكافآت (معنوية /مالية) على أدائك المقبول ؟ إذا كانت إجابتك نعم ، ما هي هذه المكافآت ؟
- 3- من وجهة نظرك ،ماهي المكافآت التي تقدرها وترغب في الحصول عليها عن أداؤك الوظيفي ؟
مثلا: فرص الالتحاق بأنشطة تطوير مهني، تمييز أداؤك في العمل من قبل المدير (و / أو) زملاؤك ، تغيرات في مسؤوليات العمل تجعل من الوظيفة أكثر جاذبية ، دور في المبادرات التنموية في المدرسة (على سبيل المثال:المشاركة في تطوير المناهج أو تنمية أهداف المدرسة)



4- بشأن التقييم و/أو الملاحظات التي تلقيتها في هذه المدرسة، إلى أي مدى أنت موافق أو غير موافق على العبارات التالية؟

الرجاء وضع علامة (x) في المربع المقابل لاختيارك.

لا أوافق بشدة	لا أوافق	لا أوافق	أوافق بشدة
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
أ- جاء التقييم و/أو الملاحظات في شكل حكم على نوعية عملي...			
الرجاء تفسير اختيارك السابق			
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ب- قدم التقييم و/أو الملاحظات اقتراحات لتحسين جوانب تتعلق بعمل كمعلم			
الرجاء تفسير اختيارك السابق			
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ت- أعتقد أن تقييم عملي أو الملاحظات التي تلقيتها تعتبر تقييماً عادلاً لوظيفتي كمعلم في هذه المدرسة.			
الرجاء تفسير اختيارك السابق			
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
ث- أعتقد أن تقييم عملي أو الملاحظات التي تلقيتها كانت مفيدة في تطوير وظيفتي كمعلم في هذه المدرسة.			
الرجاء تفسير اختيارك السابق			



5- فيما يتعلق بالتقييم و/أو الملاحظات التي تلقيتها في هذه المدرسة، إلى أي مدى يمكن القول أنها أدت مباشرة إلى التالي؟

انخفاض كبير	انخفاض بسيط	لم يطرأ أي تغيير	ارتفاع بسيط	ارتفاع كبير
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
أ- التغييرات على مستوى الرضا الوظيفي لديك...				
الرجاء تفسير اختيارك السابق				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
ب- التغييرات على مستوى الأمن الوظيفي لديك...				
الرجاء تفسير اختيارك السابق				

6- من خلال التقييم أو الملاحظات التي تلقيتها في المدرسة ما هي أبرز الإيجابيات لعملية تقييمك في المدرسة؟
 مثلاً: تطوير أداء المعلم في الفصل، رفع مستوى أداء الطلبة، يزيد الدافعية في العمل، تمييز أدائك في العمل من قبل زملائك ومديرك في العمل، معايير التقييم واضحة.

7- من خلال التقييم أو الملاحظات التي تلقيتها في المدرسة ما هي أبرز السلبيات لعملية تقييمك في المدرسة؟
 مثلاً: التقييم غير الصحيح يؤدي إلى الإحباط في العمل، السرية في التقرير النهائي، التقييم لا يقدر ظروف المعلم النفسية والصحية، الانحياز، التقييم غير عادل، المقيم غير موضوعي ويتبع أهواءه الشخصية، معايير التقييم غير واضحة.

8- من وجهة نظرك ماهو التدريس الفعال؟

9- منى وجهة نظرك ما هي الطريقة الفعالة لتقييم المعلم ؟

10- هل لديك أي ملاحظات أخرى ترغب في إضافتها حول نظام تقييم المعلم في مدرستك وفي الكويت؟

انتهت اسئلة المقابلة

مع جزيل الشكر والتقدير لتعاونكم



نموذج مقابلة موجه فني

٢١

المحترم

عزيزي الموجه/

تحية طيبة وبعد

هذه المقابلة هي جزء من دراسة الدكتوراه التي أقوم بها في جامعة نيوكاسل في بريطانيا، والتي تهدف إلى دراسة نظام تقييم المعلم في الكويت ومدى مساهمته في مجال التنمية المهنية للمعلم . وتسعى هذه الدراسة إلى التعرف على وجهات نظر المعلمين والموجهين في نظام تقييم المعلم المطبق في المدارس الابتدائية في الكويت. والنتائج سوف تشكل جزءاً من دراسة للتعرف على نظام التقييم الفعال وذلك للمساهمة في تطوير نظام تقييم المعلم في الكويت.

إن تطبيق هذه المقابلة سيكون لها الأثر الفعال في استكمال هذه الدراسة، وجزء من أسئلة المقابلة مستمدة من استبانته لدراسة عالمية للتعليم والتدريس والتي طبقت في 23 دولة من دول (OECD) المنظمة الدولية للتعاون الاقتصادي والتنمية.

إن المقابلة تستغرق تقريباً 45 دقيقة ، وسأكون ممتناً لو سمحت للباحث بتسجيل المقابلة لخدمة البحث إن أغلب الأسئلة مفتوحة حيث يمكنك إضافة ملاحظاتك وبعض الأسئلة تتطلب اختيار الإجابة المناسبة من بين الاختيارات.

المشاركة في هذه المقابلة تطوعية والنتائج سوف تنشر على هيئة دراسة رسمية، وسيتم التعامل مع جميع المعلومات بسرية تامة ولأغراض البحث العلمي ولا يتطلب منك كتابة اسمك أو اسم مدرستك في الاستبانته.

وإنني على استعداد للإجابة على استفساراتكم حول الاستبانته أو البحث عبر الإيميل المدون لكم.

مع خالص الشكر والتقدير لتعاونكم،،،،

الباحثة
ناديه الجناحي

Email:

N.B.E.A.Aljenahi@newcastle.ac.uk



أولاً: المعلومات الشخصية
الرجاء وضع علامة (X) في المربع المقابل لاختيارك

- 1- الجنسية:
كويتي ☐ غير كويتي ☐
- 2- العمر
أقل من 25 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+ ☐
- 3- المؤهل العلمي
دكتوراه ☐ ماجستير ☐ بكالوريوس ☐ تربوي ☐ غير تربوي ☐
- 4- التخصص
- 5- عدد سنوات الخبرة في مهنة التوجيه الفني.
هذه السنة الأولى لي كمعلمة ☐ سنة 1-2 ☐ سنة 3-5 ☐ سنة 6-10 ☐ سنة 11-15 ☐ سنة 16-20 ☐ أكثر من عشرين سنة ☐
- 6- عدد سنوات الخبرة كموجه فني في المدرسة الحالية.
هذه السنة الأولى لي كمعلمة ☐ سنة 1-2 ☐ سنة 3-5 ☐ سنة 6-10 ☐ سنة 11-15 ☐ سنة 16-20 ☐ أكثر من عشرين سنة ☐
- 7- كم عدد المعلومات المطلوب منك تقييمهن في هذه السنة الدراسية ؟
- 8- تقريبا كم مرة قمت بتقييم أو إعطاء ملاحظات لكل معلمة من المعلومات اللاتي أنت مسؤول عن متابعتهن في المدارس الابتدائية؟
- 9- كم عدد زيارات الفصول المقرر تنفيذها لكل معلمة ؟ وما هي العوامل التي تحدد عدد هذه الزيارات ؟

التقييم والملاحظات المتعلقة بالمعلم

نود أن نسألك عن التقييم (كما هو معرف أنناه) والملاحظات (وهي معرفة كذلك أنناه) التي يتلقاها المعلم في المدرسة.

في هذه الدراسة، تم تعريف تقييم المعلم على أنه مراجعة لأداء المعلم من قبل مدير المدرسة، أو موجه فني، أو رئيس القسم أو أحد الزملاء في المدرسة. ويمكن إجراء هذا التقييم عبر طرق عدة منها ما يتسم بصيغة أكثر رسمية وموضوعية (بأن يكون مثلاً جزءاً من الأداء الرسمي لنظام إدارة، الذي ينطوي على جملة من الإجراءات والمعايير) ومنها ما يتسم بصيغة غير رسمية أو موضوعية (على سبيل المثال من خلال مناقشات غير رسمية مع المعلم).

وفي هذه الدراسة، تم كذلك تعريف الملاحظات على أنها استعراض لنتائج المراجعة الخاصة بأداء المعلم وإطلاعه على فحواها (سواء كانت المراجعة رسمية أو غير رسمية)، وغالباً بهدف الإشارة إلى أدائه الجيد أو لتحديد مجالات يتعين عليه تمهيتها. هنا أيضاً، يمكن تقديم الملاحظات رسمياً (على سبيل المثال من خلال تقرير كتابي) أو بصفة غير رسمية (مثلاً من خلال المناقشات مع المعلم).

الأسئلة التالية تتعلق بالملاحظات التي تقدمها للمعلم في الاجتماع المنعقد بعد زيارة الفصل مباشرة :

- 1- ماهي أولوياتك عند القيام بزيارة الفصل لمعلم ما؟
- 2- هل قمت بتزويد المعلمين بالملاحظات بعد زيارة فصولهم؟ إذا كانت الإجابة بنعم، ما هو الدعم الذي تقدمه ملاحظتك للتنمية المهنية للمعلم؟
- 3- هل يتقبل المعلمون الملاحظات التي تزودها لهم بعد زيارتك للفصول؟ إذا كانت إجابتك نعم، ما هي العوامل التي شجعت المعلمين على تقبل الملاحظات؟ وإذا كانت الإجابة بلا، ما هي العوامل التي تثبط من رضى المعلمين وتقبلهم لملاحظاتك؟
- 4- إلى أي مدى يغير المعلمين ممارساتهم، طبقاً للملاحظات التي يتلقونها منك بعد زيارة الفصول؟ (الرجاء تفسير إجابتك)
- 5- ما هي اقتراحاتك لزملائك الموجهين في شأن نوعية الملاحظات التي تفضل توفيرها للمعلمين والتي لها تأثير مباشر على تنمية المعلمين مهنيًا؟



بشأن التقييم و/أو الملاحظات التي يتلقاها المعلمون في هذه المدرسة، إلى أي مدى أنت موافق أو غير موافق على العبارات التالية؟

الرجاء وضع علامة (x) في المربع المقابل لاختيارك.

لاوافق بشدة	لاوافق	لاوافق	وافق	وافق بشدة
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	أ- جاء التقييم و/أو الملاحظات في شكل حكم على نوعية عمل المعلم...
الرجاء تفسير اختيارك السابق				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ب- قدم التقييم و/أو الملاحظات اقتراحات لتحسين جوانب تتعلق بعمل المعلم
الرجاء تفسير اختيارك السابق				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ت- أعتقد أن التقييم أو الملاحظات التي يتلقاها المعلم تعتبر تقييماً عادلاً للمعلم في هذه المدرسة.
الرجاء تفسير اختيارك السابق				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	ث- أعتقد أن التقييم أو الملاحظات التي يتلقاها المعلم مفيدة في تطوير وظيفته كمعلم في هذه المدرسة.
الرجاء تفسير اختيارك السابق				

فيما يتعلق بالتقييم و/أو الملاحظات التي يتلقاها المعلمون في هذه المدرسة، إلى أي مدى يمكن القول أنها أدت مباشرة إلى التالي؟

انخفاض كبير	انخفاض بسيط	لم يطرأ أي تغيير	ارتفاع بسيط	ارتفاع كبير
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
أ- التغييرات على مستوى الرضا الوظيفي لديك...				
الرجاء تفسير اختيارك السابق				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
ب- التغييرات على مستوى الأمن الوظيفي لديك...				
الرجاء تفسير اختيارك السابق				

الأسئلة التالية أسئلة مفتوحة تتعلق بعملية تقييم المعلم في المدارس الابتدائية

- 1- ما هي أبرز الإيجابيات لعملية تقييم المعلم في المدارس الابتدائية ؟
مثلاً: تطوير أداء المعلم في الفصل، رفع مستوى أداء الطلبة ، يزيد الدافعية في العمل ، يميز أداء المعلم من قبل زملائه ومدير المدرسة في العمل، معايير التقييم واضحة.
- 2- ما هي أبرز السلبيات لعملية تقييم المعلم في المدارس الابتدائية؟
مثلاً: التقييم غير الصحيح يؤدي إلى الإحباط في العمل ، السرية في التقرير النهائي ،التقييم لا يَقر ظروف المعلم النفسية والصحية ،الانحياز ، التقييم غير عادل، المقيم غير موضوعي ويتبع أهواءه الشخصية، معايير التقييم غير واضحة .
- 3- حسب رأيك، ما هي أبرز الإيجابيات والسلبيات في وجود ثلاث مقيمين في نظام تقييم المعلم المطبق في المدارس الابتدائية ؟
- 4- ماهو تأثير نظام تقييم المعلم الحالي على أداء المعلم لوظيفته ؟
- 5- هل يتلقى المعلم مكافآت (معنوية /مالية)على أدائه المقبول ؟ إذا كانت إجابتك نعم ، ما هي هذه المكافآت ؟إذا كانت الإجابة بلا، ماهو تفسيرك لسبب عدم حصولهم على مكافآت؟
- 6- من وجهة نظرك ،ماهي المكافآت التي يقدرها المعلمون ويرغبون في الحصول عليها عن أداءهم الوظيفي؟ مثلاً: فرص الالتحاق بأنشطة تطوير مهني، تمييز أداء المعلم في العمل من قبل المدير (و/ أو) زملاؤه ، تغيرات في مسؤوليات العمل تجعل من الوظيفة أكثر جاذبية ، دور في المبادرات التنموية في المدرسة (على سبيل المثال:المشاركة في تطوير المناهج أو تنمية أهداف المدرسة)
- 7- ما هي أهم أدوار الموجه الفني في مجال تقييم المعلمين؟
- 8- من وجهة نظرك، هل تفضل أن يعفى الموجه من عملية تقييم المعلمين؟(الرجاء تفسير إجابتك)
- 9- من وجهة نظرك ماهو التدريس الفعال؟
- 10- من وجهة نظرك ما هي الطريقة الفعالة لتقييم المعلم ؟
- 11- هل لديك أي ملاحظات أخرى ترغب في إضافتها حول نظام تقييم المعلم في الكويت؟

انتهت اسئلة المقابلة

مع جزيل الشكر والتقدير لتعاونكم



Appendix I: Authorisation letters for applying research methods in Kuwaiti primary



School of Education, Communication and Language Sciences
King George VI Building
Newcastle University
Newcastle upon Tyne
NE1 7RU

14 December 2012

To whom it may concern

Mrs Nadia Aljenahi is studying for the degree of PhD in the School of Education, Communication and Language Sciences, Newcastle University, UK. To fulfil the requirements for the award, Nadia must complete a research study. The study is concerned with a comparative evaluation of teacher appraisal in Kuwait and England. Her research proposal has been agreed by the university and I am writing to request your support so that Nadia can collect the necessary data. Your cooperation to support the distribution and completion of a questionnaire would be greatly appreciated.

Best wishes

A handwritten signature in purple ink, appearing to read "Sue Robson".

Dr Sue Robson
Head of School of Education, Communication and Language Sciences



School of Education, Communication and Language Sciences
King George VI Building
Newcastle University
Newcastle upon Tyne
NE1 7RU

14 December 2013

To whom it may concern

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Best wishes

A handwritten signature in purple ink, appearing to read "Sue Robson".

Dr Sue Robson
Head of School of Education, Communication and Language Sciences



التاريخ / / 14هـ
الموافق ١٢ / ١٢ / ٢٠١٢م

الرقم : وت /
مرفقات / ٩١

السيد المحترم / أ. طلق صقر الهيم
مدير عام منطقة مبارك الكبير التعليمية

تحية طيبة وبعد،،،

الموضوع : تسهيل مهمة

تقوم الطالبة / نادية بدر الجناحي المسجلة في جامعة نيو كاسل في المملكة المتحدة البريطانية بإعداد أطروحة الدكتوراه بعنوان " دراسة مقارنة لتقييم المعلم في الكويت وإنجلترا " .

فيرجى تسهيل مهمة المذكور أعلاه بتطبيق أداة الدراسة (أستبانة) المختومة صفحاتها من إدارة البحوث والتطوير التربوي على عينة من معلمات المرحلة الابتدائية التابعة لمنطقتكم التعليمية خلال الفصل الدراسي الحالي 2013/2012م.

مع خالص التحية والتقدير،،،

مدير إدارة البحوث والتطوير التربوي

أ. إيتسارم الصاي
مدير إدارة البحوث والتطوير التربوي

وزارة التربية
إدارة البحوث والتطوير التربوي

- نسخة للملف
- شعبة الحيص



دولة الكويت State of Kuwait

وزارة التربية والتعليم

MINISTRY OF EDUCATION



Ref. :

المرجع:

Date :

التاريخ:

نشرة خاصة

جميع مدارس المرحلة الابتدائية / بنين - بنات

السيدات الفضليات / مديرات المدارس

تحية طيبة وبعد ،

الموضوع : تسهيل مهمة

تقوم الطالبة / نادية بذر الجناحي المسجلة في جامعة نيو كاسل بالملكة المتحدة البريطانية بإعداد أطروحة الدكتوراه بعنوان (دراسة مقارنة لتقييم المعلم في الكويت وانجلترا) .

فيرجى تسهيل مهمة المذكور أعلاه بتطبيق أداة البحث (إستبانه) على عينة من معلمات المرحلة في مدارسكم الموقرة خلال العام الدراسي الحالي ٢٠١٢/٢٠١٣ .

وتفضلوا بقبول فائق التقدير والاحترام...

مدير عام منطقة مبارك الكبير التعليمية

مدير عام منطقة مبارك الكبير التعليمية
طلق صقر الهيم

نسخة لكل من:

٢٠١٢/١٢/٢٦
• مدير إدارة الشؤون التعليمية

• مراقب المرحلة الابتدائية

• الملف

منى ٢٠١٢/١٢/٢٦ K



وزارة التربية والتعليم
الإدارة العامة لمنطقة مبارك الكبير التعليمية
مكتب المدير العام

ص.ب : ٧ الصفاة - الرمز البريدي ١٣٠٠١ الكويت P.O.Box 7 Safat - Code 13001 Kuwait

www.mos.edu.kw



السادة الأفاضل مدراء ومديرات مدارس المرحلة الابتدائية

تحية طيبة وبعد ، ، ،

الموضوع : تسهيل مهمة

يرجى تسهيل مهمة الطالبة (نادية بدر الجناحي) المسجلة في جامعة نيوكاسل في المملكة المتحدة البريطانية بإعداد أطروحة الدكتوراه بعنوان (دراسة مقارنة لتقييم المعلم في دولة الكويت وانجلترا).

يرجى التكرم بتسهيل مهمة المذكورة أعلاه لعمل البحث من خلال تطبيق أداة الدراسة (استبانة) المختومة صفحتها من إدارة البحوث والتطوير التربوي على معلمين المرحلة الابتدائية التابعة لمنطقة الفروانية التعليمية خلال الفصل الدراسي الحالي ٢٠١٢/٢٠١٣م

مع خالص شكرنا وتقديرنا ..

— مدير إدارة الشؤون التعليمية


س. ع. ر. الجناحي
مديرة إدارة الشؤون التعليمية

نسخة لكل من :-

مدير الشؤون التعليمية

أمانى الديجاني



MINISTRY OF EDUCATION
CAPITAL EDUCATIONAL AREA
Director Manager office



وزارة التربية
لإدارة العامة لمنطقة العاصمة التعليمية
مكتب المدير العام

التاريخ: 30 / 12 / 2012 م

الرقم: / ط ف ل

نشرة خاصة للمرحلة الابتدائية بنين ذات معلمات - بنات

السادة المحترمون / مديرو المدارس

تحية طيبة وبعد،،،

تسهيل مهمة الطالبة/ نادية بدر الجناحي

بالإشارة إلى كتاب مدير إدارة البحوث والتطوير التربوي رقم (890) المؤرخ في 26 / 12 / 2012م، بشأن الموضوع أعلاه،،،،

تقوم الطالبة/ نادية بدر الجناحي - المسجلة في جامعة نيوكاسل في المملكة المتحدة البريطانية بأعداد أطروحة الدكتوراه بعنوان "دراسة مقارنة لتقييم المعلم في الكويت وإنجلترا".

لذا يرجى تسهيل مهمة المذكورة أعلاه بتطبيق أداة الدراسة (استبانة) المختومة صفحاتها من إدارة البحوث والتطوير التربوي على عينه من معلمات المدرسة.

وذلك خلال الفصل الدراسي الحالي 2012 / 2013م.

شاكراً حسن تعاونكم

مدير عام
منطقة العاصمة التعليمية

فيرا فهد العبدالله
مديرة المنطقة التعليمية
العاصمة التعليمية

وزارة التربية
منطقة العاصمة التعليمية

نسخ

- مدير عام المنطقة
- مدير إدارة الشؤون التعليمية
- الملف
- أسامة & ايمن



دولة الكويت State of Kuwait
وزارة التربية والتعليم
MINISTRY OF EDUCATION
الإدارة العامة لمنطقة الجهراء التعليمية



Ref. :

Date :

013825
013825

المرجع:

3 JAN 2013 التاريخ:

نشرة خاصة
لمدارس المرحلة الابتدائية

السيدات والسادة المحترمون/ مديرات ومديرو المدارس

السلام عليكم ورحمته وبركاته ...

الموضوع/ تسهيل مهمة

إشارة إلى الموضوع أعلاه، واستجابة لكتاب مدير إدارة البحوث والتطوير التربوي رقم

٨٩٣ بتاريخ ٢٦/١٢/٢٠١٢.

نحيطكم علماً أن الطالبة/ نادية بدر الجنائي - المسجلة على درجة الدكتوراه في جامعة نيو كاسل في المملكة المتحدة البريطانية تقوم بإعداد أطروحة الدكتوراه بعنوان "دراسة مقارنة لتقييم المعام في الكويت وإنجلترا"

فيرجى تسهيل مهمة المذكورة أعلاه بتطبيق أداة الدراسة (استبانة) المختومة صفحاتها من الإدارة المذكورة على عينة من معلمات المرحلة الابتدائية في مدارسكم خلال العام الدراسي ٢٠١٢/٢٠١٣.

هذا لتعلم والاعلم.

مع خالص التحية ...

مدير عام

الإدارة العامة لمنطقة الجهراء التعليمية

شهاب عبد اللطيف الخراز
مدير عام منطقة الجهراء التعليمية بالإنابة



نسخة لكل من:

- مكتب المدير العام.
- إدارة الشؤون التعليمية.
- الملف: ٢٠١٣٢٠١٢/١/٣٠

A/III



التاريخ / / 14 هـ
الموافق / / 2013 م

الرقم : وت /
مرفقات /

السيد المحترم / مدير عام منطقة العاصمة التعليمية

تحية طيبة وبعد،،،

الموضوع/ تسهيل مهمة

تقوم الطالبة / نادية بدر إبراهيم الجناحي المسجلة على درجة
الماجستير في المملكة المتحدة بجامعة Newcastle university بإجراء
بحث ميداني

فيرجى تسهيل مهمة المذكورة أعلاه من خلال جمع بيانات حول
زيارات الموجهين للمعلمات وإجراء مقابلات شخصية مع معلمات وموجهين
في مدارس المرحلة الابتدائية التابعة لكم خلال الفصل الدراسي الحالي
٢٠١٣/٢٠١٤ م.

١) إجراء مقابلة مع موجهة قسم العلوم
في منطقة العاصمة التعليمية مع المعلمة

مع خالص الشكر والتقدير

مدير إدارة البحوث التربوية

أ. إبتسام الحاي
مدير إدارة البحوث التربوية



نسخة للملف
Aisha

٢) إجراء مقابلة مع موجهة قسم العلوم
في المدارس الابتدائية التابعة
ومجموعات بيانات مع موجهة قسم العلوم
في مدارس الموجهين للمعلمات.

التاريخ :

الرقم : و ت / ط ع ل

السيد المحترم / الموجه الفني الأول لقسم العلوم .

تحية طيبة وبعد ،،،

يرجى التكرم بتسهيل مهمة الطالبة / نادية بدر ابراهيم الجناحي المسجلة على درجة الماجستير في جامعة Newcastle university في المملكة المتحدة بإجراء بحث ميداني ويتطلب هذا البحث اجراء مقابلات شخصية مع موجهين القسم لديكم مع الطالبة نادية وذلك من خلال (تطبيق نموذج مقابلة موجه فني) المختومة صفحتها من ادارة البحوث والتطوير التربوي ، وذلك خلال العام الدراسي ٢٠١٣/٢٠١٤ م .

ولكم خالص التحية ،،،،

مدير

إدارة الشؤون التعليمية

٢ مدير إدارة الشؤون التعليمية
لطيفة محمد العجيل
منطقة العاصمة التعليمية


وزارة التربية
منطقة العاصمة التعليمية
إدارة الشؤون التعليمية

نسخة لكل من :

• إدارة الشؤون التعليمية
• قسم التخطيط والمعلومات

بدالة : 24829356 - 506/202/201

تليفون : 24829368 - فاكس : 24829374

ص.ب: 2396 الصفاة - الرمز البريدي: 13024 الكويت

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دولة الكويت State of Kuwait

وزارة التربية والتعليم

MINISTRY OF EDUCATION



Ref. :

Date :



المرجع:

التاريخ:

السيدات المحترمات / مديرات مدارس المرحلة الابتدائية (بنات).

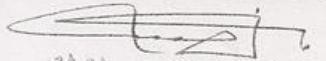
تحية طيبة وبعد ،،،

يرجى التكرم بتسهيل مهمة الطالبة / نادية بدر ابراهيم الجناحي المسجلة على درجة الماجستير في جامعة Newcastle university في المملكة المتحدة بإجراء بحث ميداني في مدارسكم ويتطلب هذا البحث اجراء مقابلات شخصية مع معلمات قسم العلوم لديكم وذلك من خلال (تطبيق نموذج مقابلة المعلمة) المختومة صفحتها من ادارة البحوث والتطوير التربوي وجمع بيانات من رئيسة قسم العلوم حول زيارة الموجهين للمعلمات وذلك خلال العام الدراسي ٢٠١٣/٢٠١٤ م .

ولكم خالص التحية ،،،

مدير عام /

الإدارة العامة لمنطقة العاصمة التعليمية


مدير عام الإدارة العامة
للمنطقة العاصمة التعليمية بالإمانة



نسخة لكل من :

• مدير عام المنطقة
• قسم التخطيط والمعلومات

